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ABSTRACT

Published 10 times per year, SPEC Kits and Flyers contain up-to-date information on the latest issues of concern to libraries and librarians today. SPEC Kits and Flyers are the result of a program of surveys on a variety of topics related to current practice and management of library programs in the ARL membership. The Flyer is a summary of the status of a current area of interest; it comments on the present situation, reports on the results of the Association of Research Libraries (ARL) membership survey and forecasts future trends. The Kit contains the Flyer and the best representative supporting documentation form the survey, as well as selected readings. The purpose of this particular SPEC survey was to get a more specific sense of the trend in libraries toward the use of team-based reorganization and to study how extensively ARL libraries are either making selective use of teams or reorganizing into team-based organizations. Results are discussed in terms of training, characteristic program features, and effectiveness of teams. Overall, the survey results indicate that while teams are a fast-growing feature of ARL libraries, there remains a reluctance to totally restructure into team-based organizations. (AEF)

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ED 422 008

SPEC

SYSTEMS AND PROCEDURES EXCHANGE CENTER

Kit 232

July 1998

Use of Teams in ARL Libraries

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SPEC

SYSTEMS AND PROCEDURES EXCHANGE CENTER

Flyer 232

July 1998

Use of Teams in ARL Libraries

Introduction

Current ARL library environments are characterized by constant and turbulent change. As a result, library staff are required to be more agile and creative in responding to a growing number of challenges in the technological environment, parent institution programs, and available resources. Whether ARL libraries are mounting electronic reserve systems, supporting distance learning programs, or making collections dollars stretch farther, there is a strong movement toward meeting these challenges through new and more intense collaborations, both within the library and externally with partners. Inside the library organization, a significant trend appears to be toward the use of teams, occasionally manifesting itself in the form of a totally team-based reorganization. The purpose of this SPEC survey was to get a more specific sense of this apparent trend and study how extensively ARL libraries are either making selective use of teams or reorganizing into team-based organizations.

To bring consistency to survey results, a commonly accepted definition of teams was used: "...a small number of people with complementary skills who are committed to a common purpose, performance goals, and approach for which they hold themselves mutually accountable" (Katzenbach and Smith, *The Wisdom of Teams*, 1992). Though there can be wide variation among team roles and responsibilities, teams are usually distinguished from other kinds of groups in our organizations by these key criteria:

- greater degrees of autonomy and self-governance;
- shared leadership, often expressed in consensus decisions; and
- team leaders who lead through facilitation rather than traditional command and control methods.

Survey Results

Eighty-three libraries (69%) responded to the survey, with 47 respondents (39%) completing the entire survey. The survey results indicate that teams are at least being experimented with in most ARL Libraries. Of the 47 respondents, only five described their organization as "team-based" in the sense that teams, as opposed to departments or other kinds of traditional units, constitute the major organizing principle for the organization. Fifty-three (64%) of the total response group reported having at least one permanent team in their organization, while 58 (73%) reported having at least one project team. Most libraries also have cross-functional teams. This SPEC Kit, however, focuses on teams as a permanent organizational mode.

Seventy-two percent of the responding organizations have had teams for five years or less, suggesting tremendous recent growth. The number of teams reported in any single organization ranges from one to 29, with an average of eight. Teams are used for a variety of purposes, covering almost every function in the library. Examples include: bibliographic services management team, library services assessment group, COPY project coordinating committee, regional depository outreach team, web oversight team, document delivery team, Japanese studies team, and digital collections team. Thirteen of 29 respondents (45%) do not use the term team, preferring to use group or task force, or even more traditional names, such as committee, department, or section, even though these groups function as teams. Only 16% of respondents use a written definition of team, with units in some organizations creating their own definitions.

Training. More than half of the libraries have instituted special training for staff related to teams. Training programs vary greatly. Most contain content on what teams are, how they function, and how they differ from other kinds of groups, as well as on more specific subjects such as consensus decision making, conflict management, and facilitation skills. Training on issues such as process improvement is less commonly found. In at least one organization, the Myers-Briggs Type Indicator was administered and discussed within teams as a team building strategy. Training tailored to team leaders is much less common. While 95% of the responding libraries report that they have team leaders, only 26% provide training specifically for team leaders, and only 31% have written documentation on team leader roles and responsibilities.

Characteristic Features. The use of teams in ARL libraries varies widely: in some organizations they look very much like traditional work groups, while in others a significant transformation has taken place which includes changes in core functions such as performance evaluation, compensation, and rewards. Respondents were asked to rate the extent to which the following features were found often or almost always in their teams.

Feature	*% Occurrence*
Clear purpose and goals	95%
Shared decisions and consensus	81%
Mutual accountability in the team	70%
Set their own goals	63%
Make decisions related to their own work	60%
Evaluate their own progress and performance	42%
Share team leadership/rotational leaders	40%
Team accomplishment rewarded by organization	40%
Compensation/reward system for teams	2% (1 library)

Effectiveness of Teams. One of the most often asked questions about teams is: Do they produce the desired results? Respondents were also asked to rate the effectiveness of their teams according to nine outcome criteria. The following list indicates the percentages of organizations who reported that these criteria were somewhat true or very true of their use of teams.

Criteria	*% Occurrence*
Positive effect on morale	85%
More staff involvement in problem-solving	85%
More creativity in problem-solving	82%
Improved quality in problem-solving	80%
Increased productivity	77%
Improved quality of work	77%
Staff more adaptable to change	74%
More effective decision making process	58%
Improved accountability in the organization	50%

Eighty percent of respondents report that the overall impact of teams in their organizations has been at least moderately positive, with 26% claiming strong positive impact. No respondents suggested that the overall impact had been negative.

Issues and Trends

Overall, the survey results indicate that while teams are a fast-growing feature of ARL libraries, there remains a reluctance to totally restructure into team-based organizations. This reluctance may be discerned in many organizations' hesitance to use the term team even though their groups function as true teams.

There are many possible reasons for this reluctance. True teams represent a very different way of working and thus a profound change for most organizations and their staffs. The command and control cultures that team-based cultures replace are quite persistent, and the transition to teams can be especially difficult for middle managers, who may perceive it as a loss of power and influence. Moreover, there are many apprehensions about teams—a fear that teams will mean much more unproductive time in meetings, mediocre decisions, and a decline in quality and productivity. And yet management experts tell us continually of the demonstrated power of teams, and the perceptual evidence from our own organizations appears to confirm that power.

It is very likely that many more teams and team-based organizations will appear in ARL Libraries as we move into the 21st century. The transition to teams will continue to be difficult for those organizations choosing this path, but the benefits are likely to be viewed as more and more compelling as time goes on.

This SPEC Flyer and Kit were prepared by George J. Soete, ARL/OLMS Organizational Development Consultant.

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SYSTEMS AND PROCEDURES EXCHANGE CENTER

Use of Teams in ARL Libraries

A SPEC Kit compiled by

George J. Soete
ARL/OLMS Organizational Development Consultant

July 1998

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What Are SPEC Kits and Flyers?

Published ten times per year, SPEC Kits and Flyers contain the most valuable, up-to-date information on the latest issues of concern to libraries and librarians today. SPEC Kits and Flyers are the result of a program of surveys on a variety of topics related to current practice and management of library programs in the ARL membership. The SPEC Flyer is a summary of the status of a current area of interest. It comments on the present situation, reports on the results of an ARL membership survey, and forecasts future trends. The SPEC Kit contains the SPEC Flyer and the best representative supporting documentation from the survey in the form of policy statements, handbooks, manuals, cost studies, user studies, procedure statements, planning materials, and issue summaries. A valuable feature of each SPEC Kit is its selected reading list containing the most current literature available on the topic for further study.

Subscribe to SPEC Kits

Subscribers tell us that the information contained in SPEC Kits and Flyers is valuable to a variety of users, both inside and outside the library. The documentation found in SPEC Kits is a good point of departure for research and problem solving. SPEC Kits and Flyers lend immediate authority to proposals and aid in setting standards for designing programs or writing procedure statements. SPEC Kits function as an important reference tool for library administrators, staff, students, and professionals in allied disciplines who many not have access to this kind of information.

SPEC Kits and Flyers can be ordered directly from the ARL Office of Leadership and Management Services or through your library vendor or subscription agent. For more information, contact the ARL Publications Department at (202) 296-2296, fax (202) 872-0884, or <pubs@arl.org>. Information on this and other OLMS products and services can be found on the ARL Web site <http://www.arl.org/>. The Web site for SPEC Kits and Flyers is <http://www.arl.org/spec/specdesc.html>.

SPEC

SYSTEMS AND PROCEDURES EXCHANGE CENTER

Kit 232

July 1998

Use of Teams in ARL Libraries

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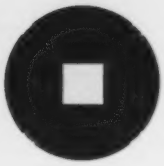

ASSOCIATION OF RESEARCH LIBRARIES

Date: February 5, 1998

To: SPEC Liaisons

From: George J. Soete, ARL/OLMS Organizational Development Consultant
Patricia Brennan, ARL Program Officer

Re: SPEC Survey and Call for Documentation on Use of Teams in ARL Libraries

In recent years, several ARL Libraries have reorganized into team-based organizations, and several others have formed teams within their non-team based organizations. This survey seeks to discover how extensively ARL Libraries have moved into the use of teams in their organizational structures.

To bring consistency to the survey results, we ask you to review the following definition from Katzenbach and Smith, *The Wisdom of Teams* (Harvard Business School Press, 1992):

> A team is a small number of people with complementary skills who are committed to a common purpose, performance goals, and approach for which they hold themselves mutually accountable.

Though there can be wide variations among team roles and responsibilities, they are usually distinguished from other kinds of groups in our organizations by greater degrees of autonomy and self-governance, as well as by shared decision making. Moreover, team leaders tend to lead through a facilitative process and consensus-building, rather than through traditional command and control approaches. The survey also distinguishes between permanent teams (e.g., the original cataloging team) and project teams (e.g., the signage team for a new building project). None of these definitions are meant to convey value judgments but to help you respond to the questionnaire.

In your responses, therefore, we ask that you focus not so much on the label "team" as on the concept articulated above.

Complete confidentiality of individual responses is guaranteed.

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SPEC Survey: Use of Teams in ARL Libraries

1. Using the concepts articulated above, would you say that you have at least one permanent team in your organization?

   Yes 53
   No 30

2. Would you say that you currently have at least one project team?

   Yes 58
   No 21

   If you answered "no" to both #1 and #2, please complete the name and institution portion at the end and return the survey.

3. Is your entire organization team-based? That is, do teams constitute the major organizational unit (rather than departments, divisions, etc.)?

   Yes 5
   No 42

   If you answered "yes," skip to #5.

4. If you answered "no" to #3, please indicate the number of teams you have in place and list them (examples: "social sciences team" or "new building project team") in the following space:

   Number of teams: _____
   List of teams: _____ ***(See table attached)***

5. If you do not use the word "team" in your organization, please list the word or words that you do use in the following space:

   _____ ***(See table attached)***

6. How long have you had permanent teams in your organization?

Less than two years	6
Between two and five years	18
Between five and ten years	3
More than ten years	3
We have no permanent teams, only project teams	7

7. Do you have a written definition of the term "team" that you use in your organization?

Yes	8
No	40

If you answered "yes," please send a copy of your definition or any other documentation that might help others understand how you use the term.

8. Have your teams had special training related to, for example, the roles and responsibilities of team members and team leaders or decision making in teams?

Yes	25
No	19

If you answered "yes," please take a moment to describe the training that your teams have had in the following space. Please also send any documentation related to team training, such as outlines, etc.

9. Do your permanent teams have team leaders—either on ongoing or rotating assignments?

Yes, ongoing assignments	15
Yes, rotating assignments	4
Yes, both ongoing and rotating assignments	20
No	2

If you answered "no," please skip to #11.

10. Do you have written documentation on team leader roles and responsibilities?

Yes	14
No	32

If "yes," please supply a copy of your documentation.

11. Have your team leaders had special training?

Yes	12
No	34

If "yes," please supply any documentation related to this training. Please provide a brief description of the training in the following space. Please also send copies of training session content, etc., with your documentation.

12. Has your organization formed cross-functional teams (for example, an instructional team that might have members from two or three public services teams)?

Yes	35
No	10

13. Using the following scale, please indicate for each statement how characteristic it is of the teams in your organization:

5	4	3	2	1
almost always	often	sometimes	rarely	almost never

a. Our teams make virtually all decisions related to their work at the front lines.

	5	4	3	2	1
N=44	9	17	14	2	2

b. Our teams practice shared decision making through consensus processes.

	5	4	3	2	1
N=37	12	18	4	3	0

c. Our teams have clear purposes and goals (for example, each team might have a charge).

	5	4	3	2	1
N=44	27	15	2	0	0

d. Our teams practice shared leadership (that is, rotated leadership within the team in response to different tasks or situations), even though they might have assigned team leaders.

	5	4	3	2	1
N=45	8	10	14	6	7

e. Our team members are mutually accountable to each other for the work that they accomplish.

	5	4	3	2	1
N=47	8	25	12	2	0

f. Our teams evaluate their own progress and performance.

	5	4	3	2	1
N=36	3	12	8	9	4

g. Team accomplishment, in addition to individual accomplishment, is rewarded in our organization.

	5	4	3	2	1
N=43	2	15	12	8	6

h. Our teams set their own goals within the framework of organizational mission and goals.

	5	4	3	2	1
N=46	11	18	10	5	2

i. Our compensation/raise systems reward teams.

	5	4	3	2	1
N=43	1	0	6	8	28

14. The following items relate to your perception of how effective teams have been in your organization. Even if your organization has only one team, please use the following scale to indicate, in general, how true each of the statements is:

4	3	2	1	0
very true	somewhat true	true to a minor degree	not true	too early to tell

a. Use of teams has increased productivity.

	4	3	2	1	0
N=44	8	26	3	3	4

b. Use of teams has had a positive effect on morale.

	4	3	2	1	0
N=46	17	22	4	0	3

c. Use of teams has brought more staff into the problem-solving process.

	4	3	2	1	0
N=47	33	7	3	2	2

d. Use of teams has improved the quality of problem-solving.

	4	3	2	1	0
N=45	19	17	6	0	3

e. Use of teams has increased creativity in problem-solving.

	4	3	2	1	0
N=45	17	20	3	2	3

f. Use of teams has improved the quality of work.

	4	3	2	1	0
N=55	21	23	7	1	3

g. Use of teams has made staff more adaptable to change.

	4	3	2	1	0
N=42	11	20	5	3	3

h. Use of teams has improved accountability in our organization.

	4	3	2	1	0
N=44	4	18	12	6	4

i. Use of teams has made the decision making process more effective.

	4	3	2	1	0
N=43	7	18	9	5	4

15. In general, how would you characterize the impact of teams on your organization's overall effectiveness? Check the description that most closely matches your assessment.

Slight positive impact	4
Slight negative impact	0
Moderate positive impact	25
Moderate negative impact	0
Strong positive impact	12
Strong negative impact	0
No impact	0
Too early to tell	5

16. Might others in your organization have responded to #14 and #15 differently?

Yes	38
No	7

If you answered "yes," please take a moment to explain.

17. Please supply any and all documentation related to teams in your organization. There are suggestions above. You may wish to send an organization chart showing teams and team relationships. If you have a Web page related to teams, please provide the URL here:

18. Would you be willing to be interviewed concerning the topic of teams in your organization? If "yes," please write your phone number here:

RESPONSES TO QUESTIONS 4 AND 5

INSTITUTION	NO. OF TEAMS	TYPES OF TEAMS	OTHER WORDS USED FOR
Alabama	5	Emergency response team Library services assessment group Integrated system implementation team McLure/Gorgas storage planning team Web working group	
Alberta	25	Systems teams DRA support team Network support team Health sciences library Reference team Instruction team Collections team Coordinating team *(management team)* Science and technology library Reference team Instruction team Collections team SciTech advisory group *(management team)* Education library Multimedia team Collections group Humanities and social sciences Digital centre team Collection budget committee *(operates like a team)* Bibliographic services Management team Serials team Monographs and authorities team Records and materials maintenance team Cross functional teams Technology training team Infolit team Electronic access team Serials working group Acquisitions-cataloguing team Senior administrator team	group
Arizona State	3	Reference services *(permanent)* Technical services review *(project)* Collection development *(permanent)*	

(cont'd)

Institution	No. of Teams	Types of Teams	Other Words Used for
Brown	2	Library user needs team Staff communication team *(in development)*	
California, San Diego	10	Departmental systems support coordinating team Disaster Recovery Team (DRT) Innopac coordinators team Library Emergency and Disaster Response team (LEADR) Library financial team Library Safety and Security Team (LSST) Library services web page team Performance Evaluation Review Team (PERT) SDM communication team SPOT cluster teams *(awards teams)*	
Center for Research Libraries	5	Directors council *(management team)* Automation committee Training committee Web committee Innovative operations committee *(library automation system)*	committee, working group
Colorado State			task force, group, committee
Columbia	circa 10-15	NOTIS steering committee COPY project coordinating committee Internet training program Circulation coordinating committee Library Web steering committee CLIO Plus/LWeb interface committee; etc.	coordinating committee, steering committee, task force

(cont'd)

Institution	No. of Teams	Types of Teams	Other Words Used for
Connecticut	29	Acquisitions team Dodd center team Circulation services core team ILL/DD core team Reserve services core team Server team HOMER team Exhibits team Network services team Collections maintenance team Cataloging team Web publishing team Workstation team Help desk team Network support team ILS support team Document delivery team User team Space planning team Environmental safety team Preservation team Student employment team RIS desk services team RIS collections team RIS education outreach team RIS administrative team PERT team	
Cornell	4	Discipline-based selection teams Gateway steering committee Electronic resources committee Instruction and reference steering committee Access services steering committee	committee, working group
Georgetown	4	Exhibits committee Staff development committee Library research instruction interest group Strategic plan steering committee	committee, working group, task force, interest group

(cont'd)

Institution	No. of Teams	Types of Teams	Other Words Used for
Georgia	13	Science collections department ILL borrowing unit ILL lending unit Computer hardware, imaging, and preservation unit Records management department Bibliographic instruction team Service points team Graduate students team Collection development team Government documents processing team Regional depository outreach team Galileo working group Reorganization advisory group	department, unit, task force, committee, working group, advisory group
Georgia Institute of Technology	5	Library Web/homepage redesign team SAGE grant development teams *(2 teams working on different multimedia products)* Beck grant team "Futures" team *(rewriting library mission, goals, and peer review guidelines)*	
Iowa State	3	General reference service team Reference collection maintenance team Fee-based services team	group
Laval	15	CD ROM project Web project Instructional project Undergraduate library project Current content project Electronic reserve project ADOC (Access to Documents) project AVISO project Numerical data project OPAC Web interface project Art slides project Intranet project Electronic publications project Electronic serial project Disaster contingency planning for library project	
Massachusetts	2	Steering committee Digital projects team	

(cont'd)

Institution	No. of Teams	Types of Teams	Other Words Used for
MIT	4	Permanent Dewey/humanities processing team Dewey librarians team Rotch circulation team Project Process communications team	
McMaster	7	Horizon implementation group (OPAC) Processing services Original & special materials cataloguing Research collections Public services team	
Michigan	20+	Information services team Electronic reserves team Instruction team Reference 2000 Building remodeling team Search system implementation team Preservation division management team Collection assessment survey project Mass deacidification project CIC-4 grant project APIS grant project MOA grant project Reference services team Collection development team CD-ROM LAN team Chinese studies team Japanese studies team Korean studies team Electronic information team Collection management team	group, task force, council, committee, project, task group
Michigan State	4	Technical services Acquisitions Current processing Bibliographic enhancement DataCat	

(cont'd)

Institution	No. of Teams	Types of Teams	Other Words Used for
New Mexico	5+	Pay and receiving team Searching/ordering team Gifts & exchange team Bindery team Information technology team Resource technology team Electronic services team	group, interest group, ad hoc committee, project team
New York	11	New York Historical Society team Digital collections team Electronic resources team Instructional services team Serials team Web oversight team Media services team Communications team Special collections team Preservation planning team Staff development team	
Ohio	17	Scripps project advisory team Curricular instruction & orientation team Information literacy outreach team Staff development and training team WWW development and WWW-based learning team Library council Library staff association board of directors Library staff development committee ALERT (Alden Library Emergency Response Team) Library beautification committee Libraries endowment funds advisory committee Bibliographers' council Bibliographers' steering committee Acquisitions allocation formula joint committee Technology advisory group	board, committee, council, group
Oklahoma	1	Library management system review committee	task force
Pennsylvania	6	Web advisory group Staff training task Force Voyager implementation team Year 2000 team Health sciences libraries web design team OPAC implementation task force	group, task force

(cont'd)

Institution	No. of Teams	Types of Teams	Other Words Used for
Pennsylvania State	14	Cataloging department Cataloging management team Maps team Monographs team Music/AV team Rare books team Serials team Acquisitions department Approval team CAST (Commonwealth Acquisitions Services Team) Serials team Support team University firm order team Interlibrary loan department ILL coordinating team ILL borrowing team ILL lending team	
Princeton	14+	Classification review board Library education and training committee Various horizon implementation committees On-Site learning committee Off-Site learning committee; etc.	committee (although we do try to operate as "teams")
Purdue	12	Library administrative committee Ergonomics action team Voyager implementation team + 7 subteams *(e.g., user interface, cataloging, and authorities)* Improvement (TQM) team for library shipping unit Strategic planning team	
Rice	3	Document delivery team Document delivery research group Document delivery records unit	team, group, unit (in descending size)
Rutgers	4	New Brunswick collections group Information services group Instructional team Technology team	

(cont'd)

Institution	No. of Teams	Types of Teams	Other Words Used for
SUNY-Albany	6	Electronic reserves team Distance education task force New library planning committee 3 teams associated with evaluation, purchasing, cataloging, and accessing electronic resources	
Texas	31	Electronic information classes "Demo" instructors Book sale team/task force Collection development clusters Social sciences Humanities/fine arts Science/technology Area studies Undergraduate library Reference Cluster coordinators Short-term specific resource "evaluation" teams Collection development management group Classified staff affairs committee Professional staff affairs committee Circulation services committee Exhibits committee Social and community activities committee Bibliographic control management group Disaster action team Ergonomics task force PCL stacks shift working group Binding preparation issues task force Digital information literacy office advisory committee Equipment evaluation team Public services council Database publications work group Public printing users' group Book return task force Task force on technical services operations Lapsed serials task force UT Library online steering committee UT Library online stations enhancements review group	committee, group, task force, cluster, council, users group, advisory group
Texas A&M	3	Lead team *(oversees teaming efforts)* Ford team *(pre-order search through cataloging process)* Cataloging team	

(cont'd)

Institution	No. of Teams	Types of Teams	Other Words Used for
Texas Tech	4	Website team Science team Social sciences team Humanities team	
Tulane	6	Stacks rearrangement *(renovation)* task force OPAC task force *(implementing new online system)* Systems implementation group *(new online system)* Off-site storage task force Multiple formats task force Deaccessioning task force	usually groups are called task forces (instead of project teams)
Vanderbilt	6	Order services Annex Cataloging and authorities Library technology Preservation Administration	
Virginia	approx. 3	Library materials process simplification team Human resources team Trainers team	social sciences services; some departments call their management groups "teams"
Waterloo	approx. 12	Self-nominated groups Library Internet Resources Committee (UWLirc) Facilities management group Library acquisitions unit Communication support group *(circulation)* Electronic data service group User education TUG (Trellis) prototyping team Community needs assessment process group Acquisitions budget committee Task force on reconfiguring the entrance/exit of Davis Library Planning and priorities group *(added by weekend/casual staff)*	committee, group, unit, task force

(cont'd)

Institution	No. of Teams	Types of Teams	Other Words Used for
Wayne State	11	Cataloging team Database management team Dean's quest team Internet team Computer support team Publications committee ILL/DD task force Signage task force Government documents implementation task force Staff development advisory council	task force
York	6	Scott reference department coordinating group and working groups Bibliographic services C3 *(management team of 3)* Resource sharing department Online public access committee Cataloguing committee Computer users support group	committee, coordinating group, department

Responding Institutions

University of Alabama
University of Alberta
University of Arizona
Arizona State University
Auburn University
Brown University
University of California–Davis
University of California–Irvine
University of California–Los Angeles
University of California–Riverside
University of California–San Diego
University of California–Santa Barbara
Canada Institute for Scientific and Technical Information
Center for Research Libraries
University of Chicago
University of Cincinnati
Colorado State University
Columbia University
University of Connecticut
Cornell University
Emory University
University of Florida
Florida State University
Georgetown University
University of Georgia
Georgia Institute of Technology
University of Hawaii
University of Iowa
Iowa State University
Johns Hopkins University
University of Kentucky
Laval University
Linda Hall Library
McMaster University
University of Manitoba
University of Massachusetts
Massachusetts Institute of Technology
University of Miami
University of Michigan
Michigan State University
University of Minnesota
University of Missouri
National Agricultural Library
National Library of Canada
National Library of Medicine
University of Nebraska–Lincoln
University of New Mexico
New York State Library
New York University
University of North Carolina
Ohio State University
Ohio University
University of Oklahoma
Oklahoma State University
University of Oregon
University of Pennsylvania
Pennsylvania State University
Princeton University
Purdue University
Rice University
University of Rochester
Rutgers University
University of Saskatchewan
Smithsonian Institution
University of Southern California
State University of New York at Albany
State University of New York at Buffalo
State University of New York at Stony Brook
University of Tennessee
University of Texas
Texas A&M University
Texas Tech University
University of Toronto
Tulane University
Vanderbilt University
University of Virginia
University of Washington
Washington University
Waterloo University
Wayne State University
University of Wisconsin
Yale University
York University

REPRESENTATIVE DOCUMENTS

OVERVIEW

A team is defined as any collection of individuals who share a common purpose and who function effectively and efficiently, to achieve tangible results. Each member contributes his or her unique skills such that the result of the interaction of all members is more powerful, more effective than the sum of their individual efforts could be.

In keeping with the old adage that two heads are better than one, teams are potentially more effective and productive (although it may not seem so at first) than a group of individuals working within defined job roles and responsibilities (ie. teams are more effective than the sum of individuals who might be asked to perform the same function). This does not imply that teams should not divide functions and assign individual roles or pieces of tasks; it simply means that teams have the potential to outperform loosely affiliated groups or individuals acting alone.

As human beings we tend to "play off" each other and build on the ideas of others. This is certainly true of teams who because of the multiple skills and experiences of their members, are better able to analyze situations and generate creative ideas. Teams are more effective at finding solutions to problems and making decisions because their members share a common purpose and are committed to achieving their objectives. Teams also, by their very nature, create forums for communication and a sense of belonging among staff within an organization.

It would seem therefore, that in situations requiring a wide range of knowledge and skills and commitment to a common goal, team problem-solving and decision-making using consensus has the greatest potential for success.

Types of Teams

Within a VIP context, there are basically three types of teams, aside from the most obvious one of the work unit itself (although not every work unit necessarily functions as a team). Each type of team is appropriate in different situations. Each has its advantages:

1. ***Functional*** — comprises of individuals who share the same function (eg. cataloguing, acquisitions, reference etc. . .) and are focused on the same client base.

2. ***Cross-functional*** — comprises of individuals from different functions, with different skills, who share the same client base (eg. reference librarians and circulation staff).

3. ***Multi-functional*** — similar to cross-functional teams, however individuals who participate take off their "function" hat and are prepared to contribute in a variety of ways, not just as "reps" of their particular work unit or function. They may have a variety of client bases (eg. a law professor and an education librarian, each possessing analytical and creative skills respectively that would be of value to a team's goals).

The advantages of a *functional* team include the ability of team members to assist each other to improve work flow and processes. The potential for automatic synergy is greater than with other types of teams.

The advantages of a *cross-functional* team include the greater potential for individuals to focus on the client rather than on a particular function in trying to improve service or solve a problem. There is more chance for team members to see the "big picture" and think in terms beyond the confines of their work unit.

The advantages of a *multi-functional* team include the ability of individuals to change roles and bring their entire array of talents to the table; skills they might not otherwise use within their particular function, resulting in greater motivation to succeed.

Ingredients for Team Success

There are a multitude of ingredients necessary to ensure a well-functioning team. However, among them four, with an emphasis on KEY TASK AND MAINTENANCE ROLES (see below) are absolutely essential.

Mandate

To be successful, teams must start with a clear mandate. A mandate describes what question needs answering, what perceived problem needs to be dealt with and/or what process needs to be reviewed and improved.

A team's mandate should indicate the process or problem under review, the time/resource limitations (i.e. the initial boundaries) within which any solution must be implemented, the schedule and format for reporting and the person to whom the team is accountable to, within the guidelines of its authority. This latter point, *authority*, is the key to mandate clarification.
A proper team mandate enables members to set boundaries on their tasks. Teams need to know at the outset whether they have the authority to :

- make a major decision
- solve a problem/implement a solution
- recommend solutions
- gather and communicate information

Within the VIP process, a mandate will usually come from Senior Managers or a Unit Head. However, individuals are encouraged to form teams spontaneously, for the purpose of analyzing and/or correcting local process problems.

Ground Rules

To function effectively and efficiently a team needs operating ground rules. These are set by the team itself as internal "rules of conduct". Ground rules are oriented towards team performance and goal achievement and help to foster openness, trust and commitment. The rules may pertain to attendance, confidentiality, how the team will conduct its meetings, definition of consensus (eg. is silence agreement?), and members' contributions. Ground rules must be followed and enforced.

As an adjunct to ground rules, are the team's internal decision-making processes and the techniques the team will use for problem analysis and establishing conclusions. (See *TOOLS AND TECHNIQUES* and *PROBLEM-SOLVING/DECISION-MAKING* modules in this Manual.)

Key Task and Maintenance Roles - Team Process

Team process is the sum of individual behaviour (ie. how the various members of a team function and interact). Inherent in this is a view of leadership as a set of functions distributed within the team rather than the responsibility of any particular team member. Therefore, in an effective team everyone will demonstrate behaviours that contribute towards successful team process and the achievement of positive results. There are two major categories of positive team behaviours; *Task* and *Maintenance*.

Task Behaviours

These behaviours focus on helping the team to achieve its goals by giving direction and structure to the problem-solving process. Significant task behaviours include

1. *Initiating* — offering new ideas or ways of defining problems; suggesting solutions to impasses
2. *Seeking information* — attempting to verify the factual accuracy of suggestions; asking for others' ideas
3. *Giving information* — offering authoritative information and facts
4. *Clarifying* — clarifying for common understanding
5. *Summarizing* — reviewing input; highlighting commonalities; relating similar ideas that have been put forward

Maintenance Behaviours

These behaviours support the emotional side of team process. Maintenance behaviours foster effective interpersonal relationships which act as the bond for team cohesiveness. Team cohesion leads to greater efficiency and achieves a higher level of result. Significant maintenance behaviours include:

1. *Encouraging* — "praising"; accepting; agreeing with other members' ideas; soliciting views in a warm, nurturing manner

2. *Harmonizing* — reconciling differences; seeking opportunities for consensus or compromise

3. *Suggesting standards* — putting forward ideas for effective group behaviours and processes and leading a discussion toward consensus

4. *Following* — going along with ideas of others with an open mind to see where they might lead, even though individual is unsure or skeptical

Stages of Growth

Just as individuals do, teams grow and mature in various stages and at various rates. The basic stages of team development are commonly referred to as "*forming, storming, norming* and *performing.*"

The aim is to reach the *performing* level naturally, not by "faking it". This means acknowledging and dealing with team problems, and allowing the team enough time to work through the first three stages.

During the *forming* stage people are unsure of themselves and their roles. It is at this stage that ground rules need to be established - but often are not. The following are evident:

- quiet excitement
- polite behaviour-testing
- tentative communication/questioning
- desire to establish goals
- abstract discussion

During the *storming* stage people have become more familiar with each other and begin to test the meaning of open communication. It is here that the team begins to understand the task at hand and a certain reluctance to proceed is likely to creep in.
The following are evident:

- cynicism
- arguments
- establishment of unrealistic goals
- challenges to each other
- dominant and silent members

During the *norming* stage cynicism becomes constructive input. There appears to be an acceptance of divergence and a sense of cohesion and purpose emerges. It is here that operating ground rules are usually established and agreed upon.

Finally, the team becomes a well-oiled *performing* group. Insights are clear, a process is followed, constructive feedback is valued, expected results are realistic, meetings are efficient and there is an overall sense of satisfaction. The more focused on a common goal a team is, the quicker it reaches the effective *performing* stage.

A clear team mandate, application of an appropriate problem-solving model (see *PROBLEM-SOLVING/DECISION-MAKING* module in this manual), and the practice of key task and maintenance behaviours all contribute to a *performing* team.

Team Members

Team members may be appointed by a team leader or a manager or they may volunteer to be part of a team. Team members can come from any part of the organization and can be of various ranks. Ideally, a team should not consist of more than six to eight people in order to be as effective as possible. The nature of the project or the specific problem that needs to be solved will usually dictate the type of team formed and who the team members will be (ie. people who are familiar with the different steps or stages of a process, staff likely to be affected by the project or solution, people who will bring fresh insight to the problem/project).

Team Leadership

So far, nothing has been mentioned about team leadership.This is because it is a massive area to cover. Suffice it to say, team leadership is the essential ingredient that must be present in order to clarify purposes and goals, build commitment and trust, remove obstacles and create opportunities. The key to team leadership is the ability to diagnose and understand at what level the team is functioning and adapting to and anticipating its needs (ie. understanding what the team needs and does not need from the leader at any given stage in the team's development).

The question of whether team leadership is embodied in one individual or is the sum of effective behaviours of team members is open to debate. Regardless, one person, with nominal leadership traits, will naturally emerge from any group given the appropriate blend of effective followership behaviours within any team.

Team leadership should be manifested in different ways among all team members. Usually one individual will be chosen, preferably by the team itself, to facilitate and/or chair team meetings. Often, this role is rotated. Other leadership type roles will emerge as the team evolves (eg. when the need for an expert or specialist arises). You are encouraged to review the *LEADERSHIP* module in this manual, if you are a team leader.

Sometimes, a professional facilitator is invited to help the team through a particular stage (eg. *storming* or applying the *Generic Problem-Solving Model*). The discussion of facilitation and facilitation skills are left to other modules outside this manual. For purposes of this module however, an outline of some common team problems and how a team leader can help a team work through them is given in the table on page 7.

Team Effectiveness Summary

An effective team will be defined by its identity, level of commitment of its members, empowerment, attitudes of its members, its communication processes (both within the team and with others within the organization), the attention individuals receive relating to their own development needs, the manner in which conflict is handled and its problem-solving/decision-making processes.

A group of individuals is not a real team until it has reached the *performing* stage of development. To further illustrate what this *performing* stage might look like, the table on page 8 depicts the differences between a "group" and a performing team.

Conclusion

Do you always need a team? After reading and learning about teams on the previous pages, you might be tempted to believe that it's sacrilegious NOT to have teams. However, teams are not the answer to every problem.

Within the VIP process, there are two assumptions that need to be questioned at all times. The first is that all tasks benefit from teamwork. The second is that all work groups are automatically teams.

As for the first assumption, compare the benefits of a team approach: commitment, creative solutions, open communication and a broad array of expertise, against the costs: time, frustration, initial inefficiencies, loss of power among nominal leaders within the organization and potential for a groundswell of unrealistic expectations. If benefits outweigh costs, as they should most of the time, then go with a team!

As for the second assumption, you need only review the preceding discussion on ingredients for team success and compare that to typical work units, operating in a traditional hierarchical structure, to see how erroneous it is to assume that work groups and teams are synonymous.

WHAT IS A TEAM?

A GROUP OF INDIVIDUALS WHO COME TOGETHER FOR THE PURPOSE OF ACHIEVING A COMMON GOAL; EACH CONTRIBUTING HIS/HER UNIQUE SKILL SUCH THAT THE RESULT OF THE INTERACTION OF ALL MEMBERS IS MORE POWERFUL; MORE EFFECTIVE THAN THE SUM OF THEIR INDIVIDUAL EFFORTS COULD BE.

GETTING STARTED with TEAMS--

WHAT ARE TEAMS?
In May, 1997 the Brown University Library Leadership Council endorsed the use of teams as a new method of collaborative work. The Library accepts this definition of teams:

"A team is a small number of people with complementary skills who are committed to a common purpose, set of performance goals, and approach for which they hold themselves mutually accountable".
(From: Katzenbach, Jon R. and Douglas K. Smith The Discipline of Teams in Harvard Business Review, 1993)

THE FIRST TEAM--USER NEEDS

In July, 1997, the Leadership Council endorsed the use of the team method for the purpose of focussing on user needs. This purpose is described below:

User Needs Team Goal:

Obtain and disseminate information about library users' needs and preferences in order to assist library staff and teams in setting priorities, establishing policies, making decisions, developing programs, and providing services that will be most beneficial to library users.

Specific Purposes:

1. Develop a program to assess and monitor library user needs and satisfaction, in particular, targeting library priorities in annual user assessment plans.

2. Elicit information from, and provide information to library staff in order to increase awareness, knowledge, and understanding of user needs, preferences and satisfaction. Encourage use of this information to help staff make informed user-centered decisions about programs, procedures,

services, and policies.

3. Define current and potential Brown University Library user populations.

4. Provide expertise and services to other library staff and teams. This may include, but is not limited to, the following:
--Proactive collection of user information through surveys, focus groups, and other methods.
--Coordination of, advice about, and assistance in carrying out needed user surveys throughout the Library.
--Interpretation of data collected about and from Library users.
--Recommendations, advice and assistance to other staff in designing user-centered programs, services, policies, etc.
--Identification of conflicting user needs, preferences and priorities, and advice on ways to balance such conflicts.

5. Work with other University departments and individuals to assure Library's compliance with University policies regarding surveys, to develop shared surveys, and to disseminate library survey information outside of the Library when appropriate.

HOW WILL TEAMS BE STARTED?

While the Library is making the transition to work with teams, it will be necessary to experiment with different approaches and structures and to learn through our efforts. For this first team, Bonnie Buzzell is serving in the role of team "sponsor". The sponsor is the originator of the idea for a team. Bonnie proposed the idea of using a team to collect and share information about users and she drafted the team purpose. The purpose was discussed by the Leadership Council, modified, and endorsed. There is strong commitment from the Council to undertake this initiative.

As the team sponsor, Bonnie has asked two other staff members--Sam Streit and Debbie Small--to work with her to get this team off the ground. This 3-person "Launch Team" will initiate the team, determine the projects boundaries, appoint the team leader, with the leader select the team members, and as the team moves forward will make certain that the team has the resources it needs to accomplish its performance goals.

The Launch Team has recently selected Dan O'Mahony, Government Documents Coordinator, as the Team Leader. Watch Carberry email for further announcements about our first team or contact Bonnie, Sam, Debbie, or Dan for more information.

The Leadership Council intends to begin to use teams for other purposes in the coming months. Several books about teams have been placed on Course Reserves in the Rock Reserve Book Room (on Josiah, see Course LI001). Staff interested in more information about teams are encouraged to contact Raynna.

USER TEAM SKILLS & TRAITS

1. ALL OF THE USER NEEDS TEAM MEMBERS SHOULD HAVE THE FOLLOWING TRAITS:

* Belief in the value of studying user needs, and a true interest in doing so
* Commitment to the MODEL team concept, and willingness to learn team skills. (For more information on teams, contact Raynna Bowlby.)
* Ability to think and work system-wide, to be open-minded, to see the "big picture"

* Willingness to work with others, inside and outside of the library

2. WE NEED THE FOLLOWING SKILLS ON THE TEAM. THEREFORE, WE ARE LOOKING FOR STAFF WHO HAVE ONE OR MORE OF THESE SKILLS.

* Knowledge of survey design, research methods, and/or market research
* Familiarity with using statistics, including interpretation of quantitative and qualitative data
* Knowledge of Brown University environment, history and culture, and ability to navigate and use University resources
* Knowledge of, experience with, and/or exposure to library users
* Familiarity with academic research processes, possibly as a student or teacher
* Excellent writing ability
* Skill in effective oral communication and presentation

3. ALL OF THE USER NEEDS TEAM MEMBERS SHOULD HAVE THE POTENTIAL FOR EFFECTIVE COMMUNICATION AND TEAM WORK:

* Ability to be a good listener
* Speaking ability to articulate one's own views
* Respect for others and their opinions
* Ability to address and resolve conflict
* Ability to be open-minded

4. OTHER

* We are very interested in including individuals who may not have had much opportunity to work on a committee or special project before. We want to identify skill potential, not just skills already proven.

* Team membership will not be "representational." However, we hope to include a mix of skills and experience.

* Team members must be able to commit sufficient time and energy to the work of the team, but we do not want this to be totally "add-on" work. Therefore, Library-wide, as supervisors, co-workers, and colleagues, we will need to provide support and cooperation to members of all teams. Team members will need to discuss time commitments with their co-workers on an ongoing basis.

* Not everyone who could contribute to the user team will be on the user team. To be effective, the team must be small.

* Team members should be identified for skill and skill potential, not personality. The team must have the right mix of skills to do the team's job, and must have a minimum complement of technical and functional skills.

UNIVERSITY OF ALBERTA

Serials Team

University of Alberta Library
Bibliographic Services
1996

40

Team Mandate

To make the serials selected for the Library's collection, and the records needed to identify and locate them, available to Library users;

To support effective serials collection access and management by providing expertise, reports, and data to Library staff.

This mandate will be achieved by:

- ordering, receiving, and paying for serials; providing catalogue and holdings records; and doing the follow-up and maintenance necessary for these services;
- maintaining effective communication and coordiantion with other teams and units regarding their needs and priorities and those of the Serials Team;
- assessing and improving team performance by setting goals and standards, measuring output, continuous improvement in workflow; and consulting Library staff and other users about their needs and how they are being met;
- being prepared to meet changing needs and demands (eg. NEOS implementations, electronic resources, new DRA and other software, various projects) by cross-training; keeping informed of changes in the unit, the Library and other libraries; attending relevant conferences and workshops; and encouraging flexible work assignments;
- responding promptly and constructively to unit library requests;
- making efficient and innovative use of technology;
- working with vendors to make the best possible use of the services they can provide;
- serving on task forces, teams, committees, etc.

Ground Rules for Meetings

Meeting times are Thursdays from 1:30 to 3:30 pm.

- if there are insufficient agenda items for a particular week, the meeting will be cancelled.
- meetings will be cancelled if there is not a quorum. A quoroum is half the team members plus one.
- meetings will start on time and not exceed two hours. Meetings may be shorter than two hours, depending on the amount of business.

Meeting chairpersons will rotate every four meetings on a voluntary basis.

- the chairperson is responsible for receiving agenda items and sending out the agenda (or notice that the meeting is cancelled) on Wednesdays;
- the agenda should be in a format which allows members to record notes and decisions.

Members wanting to add an item to the agenda must inform the chairperson by Wednesday. They should estimate the amount of time the item requires, and should identify it as either informational or discussion/decision;

- members who cannot attend a meeting should inform the chairperson;
- each member is responsible for recording notes and decisions of the team;
- the chairperson will ensure that absent members receive a copy.

Good meeting behaviour

- includes staying on topic;
- not interrupting or having side conversations;
- treating everyone's opinion with respect.

Team Behavioural Ground Rules

These groundrules apply to the conduct of members within the team.

1. Be respectful of the opinions and feelings of others.
2. Participate in the team: share ideas and share the responsibility of meeting the goals set by the team.
3. Choose the best form of communication for what needs to be communicated (eg. straight information on paper or p-mail; discussions face-to-face).

For the Serials Team....

1. ...***a team is*** a group of people, combining their specialized skills to efficiently and effectively achieve the team's mandate.

2. ...***a team member is*** an individual who works well with other team members to ensure what needs to be accomplished, efficiently and effectively.

3. ...***a team leader is*** an individual who demonstrates promptness in decision making, guidance, and resolution. Who also creates an atmosphere that fosters the best performance of all team members.

Characteristics of a Successful Team

- common goals/mandate
- commitment from all members
- communications
- strong leadership
- respect/good manners
- participation
- cooperation
- effective decision making
- openness
- small teams
- productive/focused meeting

Assumptions About teams

Read Each statement once. Check whether you agree (A) or disagree (D) with each statement.

(_A_) 1. A primary concern of all team members should be to establish an atmosphere where all are free to express their opinions.

(_A_) 2. In a team with a strong leader, an individual is able to achieve greater personal security than in a team with a more passive leader.

(_D_) 3. There are often occasions when an individual who is part of a working team should do what he/she thinks is right regardless of what the group has decided to do.

(_A_) 4. Members should be required to attend team meetings.

(_A_) 5. Generally, there comes a time when democratic group methods must be abandoned in order to solve practical problems.

(_A_) 6. In the long run, it is more important to use involvement/participate methods than to achieve specific results by other means.

(_D_) 7. Sometimes it is necessary to change people in the direction you yourself think is right, even when they object.

(_D_) 8. It is sometimes necessary to ignore the feelings of others in order to reach a group decision.

(_A_) 9. When leaders are doing their best, one should not openly criticize or find fault with their conduct.

(_D_) 10. Meetings would be more productive if the leader would get quickly to the point and say what he/she wants the group to do.

Assumptions About teams

Read Each statement once. Check whether you agree (A) or disagree (D) with each statement.

(_D_) 11. By the time the average person has reached maturity, it is almost impossible for him/her to increase his/her skill in group participation.

(_D_) 12. Interest falls off when everybody in the group has to be considered before making decisions.

(_D_) 13. Teamwork increases when the leader is careful to choose friends as team members.

(_D_) 14. A team is no stronger than its weakest member.

(_D_) 15. In the long run, it is more productive to replace an ineffective team member than to try and retrain him/her.

(_D_) 16. Once a team gets established in a set way of working, it is almost impossible to change.

(_D_) 17. When a team gets a new leader, the whole pattern of the team changes.

(_A_) 18. One resistant team member can keep a whole team from improving its performance.

(_A_) 19. The most important condition in a successful team building program is the motivation level of the team members to want to see the program succeed.

(_D_) 20. To become a really effective team, members should have a personal liking for each other.

(_D_) 21. A team decision is always better than an individual decision.

TO: Raynna

FROM: Maureen
Carrie

DATE: December 4, 1997

RE: Proposed Outline for Library User Needs Team

9:30 Introductions Around

Working Together as a Team (Maureen)

- Characteristics of an effective team
- Stages of team development
- Balancing attention to results and process
- Roles and responsibilities in a team

Getting Started (Carrie)

- Individual contributions
- Questions and concerns about the team charter
- Celebrating success

BREAK

Lessons from Experience (Carrie)

Team Groundrules (Maureen)

Work Plan: Determining Next Steps (Maureen)

Summary and Closure

ADJOURNMENT

LIBRARY USER NEEDS TEAM

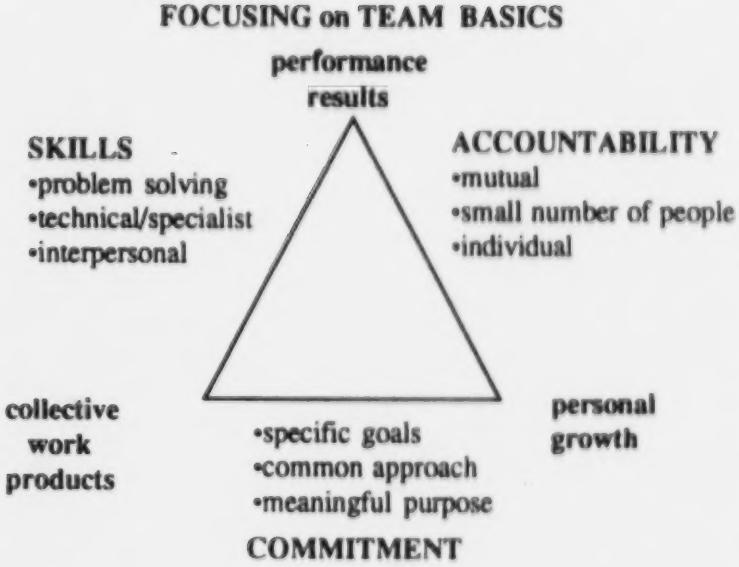
Session with:

Carrie Russell, University of Arizona Library

Maureen Sullivan, ARL/OMS Consultant

December 5, 1997

Notes prepared by: Raynna Bowlby



Characteristics of an Effective Team

- Team Attributes (assessment tool)
  - Clear Purpose
  - Informality
  - Participation
  - Listening
  - Civilized Disagreement
  - Consensus Decisions
  - Open Communication
  - Clear Roles & Work Assignment
  - Shared Leadership
  - External Relations
  - Style Diversity
  - Self-Assessment

Stages of Group Development

- Forming
- Storming
- Norming
- Performing

Balancing Attention to Results and Process (Leadership Roles in a Group)

- Task Roles - contribute to results
  - Initiating
  - Questioning
  - Information or opinion giving
  - Clarifying or elaborating
  - Summarizing
  - Consensus testing

Balancing Attention to Results and Process (Leadership Roles in a Group)

- Maintenance Roles - contribute to process
  - Encouraging
  - Expressing group feelings
  - Harmonizing
  - Compromising
  - Gate-keeping
  - Following

Getting Started Exercise

- Individual Contributions
  - What you need to know about me, my style
- Questions and Concerns about the Team Charter
- Celebrating Success
  - Ways to mark progress

Team's Areas of Concern

- Be explicit about assumptions / expectations
- Clarify timeframe
- Assure commitment to act
- Provide support for the team's work (resources, time, constructive feedback, access, cut red tape, etc.)

Team's Areas of Concern

- Communication
  - Can we communicate externally?
  - Is an iterative process possible?
  - Confidentiality?
- Define users

Characteristics/Role of this Team

"First Team"

- Attention on you
- Show results
- Model
- Your place in history

Characteristics/Role of this Team

"Cross-functional Impact"

- Your work inpacts others
- Rumors and gossip

"Library-Wide"

- Get rid of turf
- Emphasize user

Characteristics/Role of this Team

"Centralization of Needs Assessment Functions"

- Coordination
- Collecting
- Educating / training / consulting
- Interpreting
- Publishing
- Coaching

Key Learnings I Would Share

- Clarify Your Domain of Action
  - What are you allowed to do?
- Develop Assumptions as You Go
  - What do you believe to be true?
  - What do you believe is going to happen?

Key Learnings I Would Share

- Practice Effective Meeting Techniques
  - Have an agenda
  - Document events of meeting
  - Assign responsibilities
  - Re-cap at end of meeting
  - Use time-saving techniques - "JIGSAW"
  - Ask yourself - "is this relevant?"
  - Keep a bin list
  - Don't meet unless you need to
  - Spend time preparing
  - "Work sessions"
  - Use a binder

Other Learnings....

- Set milestones and focus on outcomes
- Communicate, Communicate, Communicate
  - Regular reports
  - Web site
  - E-mail
  - Visit departments
  - Open house
  - All-staff presentations
- "Focus on accomplishments"

Needs Assessment

- Use a variety of techniques
  - surveys
  - focus groups
  - ongoing collection mechanisms
  - pop-up surveys
  - critical incidents
  - interviews
  - logs (systems)

Needs Assessment

- Triangulation
- Balance between judgement and the data you uncover

Library User Needs Team

CHARTER

as of December 17, 1997

TEAM NAME: The name of the team is the "Library User Needs Team." [The Team may rename itself if so desired.]

RATIONALE: The library requires information on library user needs and preferences so that we can provide collections, policies, procedures, services, and facilities that will best serve our community. Because user needs, and the library's ability to meet them, change over time, this will be an on-going team.

PURPOSE OF TEAM: Obtain and disseminate information about library users' needs and preferences. This information is necessary in order to assist library staff and teams in setting priorities, establishing policies, making decisions, developing programs, and providing services that will be most beneficial to library users.

SUGGESTED PERFORMANCE GOALS:

1. In collaboration with library staff and the university community, develop an on-going program to assess and monitor library user needs and satisfaction.

2. Identify current and potential Brown University Library user populations.

3. Provide expertise and services relating to the collection and interpretation of user needs data to other library staff and teams. This may include, but is not limited to, the following:
   - Proactively collect user information through surveys, focus groups, and other methods.
   - Coordinate, advise, and assist efforts to carrying out needed user assessments throughout the library.
   - Interpret data collected about and from library users.
   - Provide recommendations, advice, and assistance to other staff in designing user-centered programs, services, policies, etc.
   - Identify conflicting user needs, preferences and priorities, and provide advice on ways to balance such conflicts.

4. Share user needs information with library staff in order to increase awareness, knowledge, and understanding of user needs, preferences and satisfaction. Encourage use of this information to help staff make informed user-centered decisions about programs, procedures, services, and policies.

5. Work with other university departments and individuals to facilitate the library's compliance with university policies regarding library user data collection. Coordinate library user assessments and results with university departments and offices. Disseminate library user information outside of the library when appropriate.

6. Periodically reassess and evaluate the Team's performance goals.

RESOURCES:

Community support: The Team will need to involve the library/university community in the Team's work. It should be clear in all the Team's contacts and communications that the Team will rely on the vast knowledge and experiences of the library/university community in carrying out the Team's work.

Education: The library will provide initial training in team process, as well as background and orientation regarding past efforts of the library to assess user needs and satisfaction. The Team will determine additional training resources required.

Budget: The library recognizes that there will be costs associated with the work of the Library User Needs Team. These might include hiring a consultant, hiring student assistant(s), printing and mailing, data processing, additional training, and/or specialized supplies. The Launch Team is requesting an initial authorization not to exceed $5,000 for 1997/98. In the future, the Team will prepare annual plans and budget requests. The Team will administer its budget in coordination with the Library Business Office to ensure that library and university procedures are followed.

Facilitation: A facilitator for team process (not a member of the team) will be provided as long as the team desires.

Meeting and working space, and equipment: The Team should use existing library spaces and equipment. There is currently no dedicated space or equipment available for assignment to this team, but group work space will be needed.

Administrative/computer support: Library administrative/secretarial staff will provide some assistance to the Team such as copying, mailing, etc. [A method for making this possible is being explored.] Library Systems staff will enable the Team to take advantage of automated systems such as electronic communication, file sharing. All library units will help in the collection of data from various library systems as needed.

Time commitment: Team members should plan to devote 3 to 5 hours per week to the work of the team. Library-wide, supervisors, co-workers and colleagues will need to provide support and cooperation to team members. Team members will discuss time and work commitments with supervisors, co-workers, and colleagues, and balance work as necessary.

ACCOUNTABILITY AND AUTHORITY:

The Team is a group of people who are committed to a common purpose, set of performance goals, and approach, for which they hold themselves mutually responsible.

The Team is accountable to the entire library through the Leadership Council and/or its representatives. [The Sponsor and the Launch Team are available to assist the Team, but the User Needs Team does not "report "to them.] The Team will prepare periodic presentations of plans, progress and performance.

Recognition of contributions to the Team will be incorporated in members' performance evaluations.

The Team is authorized to seek assistance from co-workers, outside experts, or others.

The Team is authorized to expend allocated funds, using established protocols.

The Team may change the composition and leadership of the Team. [The library intends for teams not to exceed eight members, including the Leader.]

User assessment initiatives throughout the library will be coordinated by the Library User Needs Team.

The User Needs Team will provide data and assessments useful for all library units. The Team is authorized to gather, share, and interpret information, and to make recommendations. The responsibilities for library policies and procedures remain unchanged.

ROLES: As the library applies teams, the specifics of how we do so will evolve over time. As the initial team, the Library User Needs Team will include the following roles and participants:

Management: Leadership Council for the Library
The Leadership Council decides whether or not to endorse the creation of the team, clarifies its charter, rationale, purpose, and performance goals, and periodically reviews the team's plans, progress, and resource needs.

Sponsor: Bonnie Buzzell
The sponsor is the originator of the idea for a team and may be any person on the library staff. The sponsor defines the importance of the team's task in the larger context of the organization, identifies the process or problem to be studied, explains why it is important to the organization's users, and outlines the nature of improvements and changes expected. The sponsor "tests out" the idea, checking with knowledgeable individuals throughout the staff, and proposes the idea to the Leadership Council.

Launch Team: Bonnie Buzzell, Debra Small, Sam Streit
Launch team members initiate and support the efforts of the team; none are members of the team. They appoint the team leader, determine the project's boundaries, and, together with the leader, select the team members. They also make certain the project team has the resources it needs. The launch team will assist in orienting the team, and may periodically meet with the team.

Facilitator: Raynna Bowlby
The facilitator attends team meetings, but is neither the leader nor a team member. The facilitator is skilled in project management or process improvement. He or she maintains a neutral position. One of the facilitator's most important jobs is to observe the team's progress and to help the team function more effectively, focusing on the process rather than the product.

Team Leader: Dan O'Mahony
The responsibilities of the team leader include: calling and facilitating meetings, handling or assigning administrative details, overseeing report preparations, helping the team resolve problems, serving as a contact point between the team and rest of the library/university, and keeping official records.

Team Members: Alison Bundy, Janet Crager, Mary-Jo Kline, Steven Lavallee, Crim Lech-Moore, Dan O'Mahony, Donna Souza.
A team is a small group of people with complementary skills who are committed to a common purpose, set of performance goals, and approach, for which they hold themselves mutually responsible. Team members contribute fully to the project, carry out the team's work, share their knowledge and experience, listen to others, and complete assignments. Team members are chosen because of their technical, functional and interpersonal skills, with the selection based on system-wide thinking and participation, not on volunteerism or representational/quota systems. The size of teams may vary, but they should have eight or fewer members, including the leader. Not everyone who could contribute to the team will be on the team.

Other Library Staff:
It will be important for staff not on the team to contribute their skills and expertise as appropriate and to create a supportive and cooperative environment to enable the team to fulfill its purpose. The work and activities of teams will have a direct and/or indirect impact on unit supervisors, co-workers, and other library staff. Team members will discuss time and work commitments with supervisors, co-workers, and colleagues, and balance work as necessary.

MIT: The Delivery and Humanities Processing Team

The Dewey and Humanities Processing Team is a six member team whose duties include: searching and ordering monographs, serials, and other materials; monograph check in; government document processing; binding; journal and serial processing; storage; and problem solving. One team member is the supervisor who serves as a liaison between the team and other sections in the MIT Libraries, as well as team leaders.

Each member of the Processing Team has particular duties they are responsible for. However, all members of the Processing Team should be cross trained, so that they can have a better and more thorough understanding of processing work, can fill in during absences, and can respond to questions in areas other than their own. The team will work to ensure that no member has an overwhelming amount of work.

In conjunction with the librarian and circulation staffs the team works to identify, prioritize, and plan projects to be undertaken. The team makes decisions in hiring for vacancies on the team.

The Processing Team meets regularly in order to have open communication within the team and to ensure that the team is aware of all issues, changes, and policies both locally and systemwide. The facilitator role facilitates each meeting. All decisions are made by consensus.

The Processing Team strives for a self-perpetuating team environment with an emphasis on cohesion and communication. The team's goals are to anticipate problems and avoid crises, to respond to problems and questions quickly and efficiently, and to complete the daily workload with a a high level of quality and efficiency. The team conducts an informal self evaluation two times a year and acts to improve in any areas which the team is perceived as lacking.

Mission:

To provide all library users and staff with accurate and timely processing of library materials and maintenance of the online catalog in order to support the accessibility of library materials and the professional services of the MIT Libraries.

NYU Libraries Teams, Liaison Relationships
December 1997

The Library is establishing or continuing various teams and work groups to implement the vision, mission, and goals of the 1997 Strategic Plan. Each team will be asked to identify:

- Implementation strategies (including alternative options)
- Short term (1 year) and long term actions (preferably with existing staff and resources)
- Assessment/evaluation techniques
- Appropriate means to elicit user or staff feedback on progress
- Publicity and outreach

Each team will include at least one Director who will serve as a liaison to the Library Cabinet. A formal report should be submitted to the Associate Dean by March 31, 1998. Interim reports at department head and faculty meetings, as well as regular updates on progress should also be issued. We will continuously assess the need for ongoing and future groups, as well as revise the membership lists over time.

N-YHS Team
Arno Kastner, chair
Nancy Cricco
Paula Feid
Claire Gabriel
Joan Grant
Nancy Kranich
Christie Stephenson
Henry Raine
Paula De Stefano
Debra Bernhardt
Marvin Taylor
Susan Kallenbach
Margaret Heilbrun
Wendy Raver

Charge: Monitor and assess progress of Mellon project; develop new projects; identify opportunities for partnerships, grants, internships, fellowships, outreach, etc.; propose digitization projects; publicize progress of collaborative projects; identify opportunities for NYU and N-YHS staff to work together.

Strategic Planning Teams
December 8, 1997

user access, user and staff training and education, documentation and publicity of public electronic resources; review current systems including BobCatPlus, the CD-ROM network, the stand-alone CD workstations, electronic texts and e-journals, the Bobst website and remote databases; chart a plan for the next few years.

Instructional Services Team
Marybeth McCartin, Chair
Jim Terry
Tom McNulty
Mariana Regalado
Andy Gessner
Susan Jacobs
Matthew Wise
Robin Schanzenbach
Lucinda Covert-Vail

Charge: Develop recommendations to empower users to use information critically; review existing literature on the topic; develop and define information competencies; recommend avenues for introducing these competencies into the libraries' teaching programs as well as within the broader NYU curriculum; review and evaluate current instructional services and programming, integrating information literacy, critical thinking, new curricular models and technologies; identify and outline programs for NYU groups who may be underserved; develop an evaluation component for instructional services; consider and recommend new delivery methods for instruction, e.g., distance education, web pages, NYU-TV; preview, evaluate and recommend commercially-available tutorials, instructional tools, web teaching aids; design a staff development and training program to enable library staff regarding the formation competencies identified by the Team.

Serials Team
Beth Jacoby, Chair
Everett Allgood
Carol Hutchins
Bill Jones
Arno Kastner
Suzanne Fedunok
Rebecka Lindau
Rosemary McAndrew
Ann Snoeyenbos
Marie Spina

Charge: Solicit, consider, and recommend suggestions for improving bibliographic and holdings displays for serials in BobCat; develop user-education programs and tools for interpreting

Angela Carreno
Susan Hayes
Suzanne Fedunok
Tom McNulty
Jan Horah
Robin Schanzenbach
Nancy Cricco
Peter Kingsley
Diana Greene
Arthur Tannenbaum

Charge: Identify channels for promoting library and media services on campus; seek out other University groups who publish print or electronic newsletters; encourage involvement by library staff in University-wide committees; find new ways to strengthen the liaison program with academic and administrative units; determine more ways to develop ties with other campus libraries; recommend training for improved oral and written communications; encourage web-based internal library communications.

Special Collections Team
Marvin Taylor, chair
Debra Bernhardt
Nancy Cricco
Andrew Lee
Larry Heiman
Paula De Stefano
Christie Stephenson

Charge: Coordinate and facilitate the development and implementation of policies and procedures related to overall special collections programs. Issues to be explored include, but are not limited to: agreements, contracts, and fees; security; web pages; conversion of finding aids; statistics; staff training; exhibition techniques; publicity and event planning; development. Include staff from other departments (Cataloging, Development, Preservation, Legal Counsel, etc.) in meetings and deliberations as appropriate.

Reference and Library Instruction Department
Task-oriented Teams

Teams are responsible for the planning in their area: establishing goals, objectives, and actions, subject to review and approval by the entire department. Teams are responsible for implementation of actions, which may require cooperation from other staff within and outside of the Department.

Reference Collection Development

Responsible for the expenditure of the Reference acquisitions budget. Also for overseeing weeding and inventory activities. Liaison with ABC and other collection managers.
Team Members: R. Politylo, S. Rohrbough, N. Rue, S. Steward.

LAN Management/Software Maintenance

Responsible for operation of optical disk network and network access to electronic databases via the network and for maintenance of CD-ROM software. Plans for hardware and software upgrading and development. Coordinates with the ABC Systems unit.
Team Members: R. Houdek, S. Huge.

Curricular Instruction & Orientation

Responsible for coordination of classroom/lab instructional activities. Promotes instructional activities to the faculty and cooperates with faculty in design of assignments to teach information literacy. Works with subject bibliographers toward the integration of information literacy into the curricula. Plans, develops, maintains (with outside technical assistance when needed) the instructional tools in teaching facilities.
Team Members: S. Huge, T. Smith, W. Weinberg, K. Williams.

Information Literacy Outreach

Responsible for programming to reach faculty and students outside the traditional curricula; may focus on special audiences. Develops non-curricular, independent instructional programming, such as Internet training, seminars/workshops on electronic products, etc. Will work with or coordinate with subject bibliographers and/or department heads as appropriate.
Team Members: L. Hudson, S. Rohrbough, L. Windsor.

Staff Development and Training

Responsible for coordination of departmental programming to train and instruct library staff in electronic information products and processes. Responsible for organizing / overseeing training of Reference Desk student workers and of international interns.
Team Members: S. Rohrbough, W. Weinberg, L. Windsor.

WWW Development and WWW-based Learning

Coordinates the planning and organization of the Library Home Pages. Responsible for oversight of information for currency and accuracy of pages authored by other Library staff. Works with department heads or coordinators on development of interactive forms and Web-based services. Maintains Reference Department home page. Coordinates with the ABC Systems unit.

Develops non-traditional learning tools that can be integrated into the Library's Web pages. Examples are electronic pathfinders, interactive tutorials, database guides and instruction, other learning software.
Team Members: L. Hudson, T. Smith, L. Windsor.

OhioLINK User Services

Monitors OhioLINK information and activities, especially regarding electronic services to users. Coordinates development, testing and watchdog activities of the User Services Committee (USC) and facilitates communication between OU library staff and USC. Oversees the distribution and availability of OhioLINK promotional materials and information. Assigns departmental point person for new database products and ensures that Departmental staff are informed and trained in use of new databases.
Members: R. Politylo, N. Rue, W. Weinberg.

Activities of Reference Task-oriented Teams.

- Planning:

  gather ideas -- from other staff, other Web sites, literature, etc.
  gather information, do research, as necessary
  revise Department objectives (January)
  plans activities for next 6 - 12 months (Dept. Action Plan)

- Implementation:

  learn new skills, as necessary
  recruit assistance
  coordinate publicity/ pr
  local arrangements / trials / etc.

- Coordination:

  with other teams
  with other staff within & outside of Department, bibliographers
  with Department Head

- Each team develops its own *modus operandi*.

- Each team should designate a "lead" (as in the lead dog on a dogsled team). The lead would be responsible for calling meetings, for following up on assignments, and, when necessary, reporting back to me or to other team members. The lead is no more responsible for the team's accomplishments than any other member, but functions to make sure inertia (aka heavy workloads, other demands) doesn't set in.

Teamwork in the Department exists to maximize leadership, foster new ideas, explore new avenues of service -- all by utilizing the experience, enthusiasm, brains, and synergy existing among staff members.
Go for it!

Team Structures in Resource Services

Resource Services, the library operations which provide centralized support for services to the libraries, and thus users, is organized in 7 teams--Acquisitions, Administration, Annex, Cataloging and Authorities, Preservation, Technology, and Verification--reporting to the Associate University Librarian. The major purpose for the team structure in RS is to enhance the involvement and participation of staff in the work of RS and through that commitment, improve the services to the libraries and the user community. The goal is to identify, in general, the work that needs to be done within each unit or team, and then where possible, to encourage the team members to identify the ways in which the work should be done. At the 'work unit' team level, that means allowing the team to have a full and open determination about how the work will be performed, relative to individual classifications, strengths, and abilities, and consistent with a strong customer focus and professional commitment. Within the teams and across Resource Services, emphasis is placed on strong communication, open access to information, cross-training, and responsiveness to the libraries and users. Additionally, teams are expected to set goals and objectives which are reviewed with the organization. The objectives are expected to be measurable and reviewed for success; the need for revision relative to the whole will be considered on a periodic basis.

In many cases, the nature of the work to be performed may be defined by RS as a whole, by RS Administration, or by Library Administration; in other cases, there may be more flexibility in even defining the work to be performed based on the priorities that are defiined and refined from interactions with the libraries and other teams. While internal team operations may be organized and carried out as defined by the members of the team, at any point that the work of that team intersects with that of other teams or other parts of the library system, adjustments may need to be made to bring priorities and external impacts into alignment with the larger whole. The Coordinator for Resource Services Operations (and Team Leader for the Administration Team) plays a key role in assisting teams in identifying these intersections.

Each team has a team leader, although all team members are expected to participate actively in the functioning of the team. Each Team Leader in RS has dual roles (at a minimum)--team leader for his/her own work unit and team member on the RS Management Team. The Management Team serves as an advisory group to the Assoc. Univ. Librarian who coordinates budget and personnel issues for RS and helps establish general direction for the operation as a whole. A number of staff in RS may have temporary roles as team members, in a less official sense, as we create task forces, work groups, or committees with a specific term or charge--these groups function in much the same way that we expect teams to function. The generalized responsibilities of team member and team leader are listed below.

Responsibilities of staff in team operations
(borrowed heavily from Team Building Tool-Kit)

Team member (regardless of the level or type of team)

- Prepares prior to the meeting
- Attends regularly scheduled team meetings; participates in discussions; offers suggestions
- Voices opinions
- Completes work assignments set by the team
- Tries to improve quality of work performed by the team
- Goes outside the team for help or resources for the team when the team can't solve a problem by itself
- Remains proactive when things aren't going well for the team

Takes on extra work when necessary to ensure that the team meets or exceeds its goals
Assists in completion of team goals
Helps monitor results of team effort
Offers ideas and options to solve team problems
Serves other functions--facilitator, process observer, scribe, or timekeeper as needed
Accepts and supports consensus decisions of the team

Team leader (supervisor)

Transmits information, knowledge, skills in a timely fashion to team members
Interprets and applies policies, work specification and job orders for the team
Teaches team members how to manage work processes effectively and to evaluate results
Builds communication channels between departments and eliminates duplication of effort
Encourages team to identify what can be done differently or better
Models proper team behavior in all areas; helps establish team climate and shape attitudes
Promotes self-discipline in team members
Encourages risk taking among team members by confronting groupthink
Supports goals of the team to internal and external customers
Reinforces and rewards proper team behavior
Troubleshoots for the team in areas of expertise
Communicates team progress to management
Serves as a mediator during team conflicts to create win/win resolution
Guides and shapes the direction toward a team culture

And additional key responsibilities

Assists team by keeping them aware of intradepartmental considerations
Reviews team goals to ensure they are achievable and challenging enough to meet organization needs
Helps obtain the cooperation and support required to achieve team goals
Identifies resources needed
Determines performance standards and how results will be measured

CONSENSUS

A consensus decision means " the team makes the decision together. " It is not unanimity. It is rather, a decision the majority supports and the minority after being heard and having had ample time to influence the majority, agrees to support or implement. Buy-in is gained through discussion. ***Once consensus is reached there must be commitment and loyalty to the team's decision. No belittling/ undermining outside.***

Make consensus decisions when:

- ownership by the team is important
- the team is going to be responsible for the the outcome
- the decision requires the team to discuss its values and beliefs
- several alternatives seem viable
- reversing the decision would be difficult

How to make a consensus decision

1. **Formulate a question** - that addresses the issue in the clearest possible way.
2. **Identify decision criteria** - eg. cost, feasibility, impact/effectiveness, resources needed, congruence with organization/team vision and values.
3. **Analyze the issue** - gather and share information (ask who, why, what, where ,when and how?). Focus on fact finding not fault finding.
4. **Identify alternatives**--find as many answers as possible to "the question"
5. **Discuss and evaluate the pros and cons of each alternative** -in terms of the decision criteria, information, probabilities of success, and balance between risk and reward.
6. **Allow each team member to "sell" the group** on the alternative she feels is best.
7. **Use decision making tools and techniques** to help you visualize the decision and organize ideas eg. brainstorming, multivoting, cause and effect diagram, is/is not matrix
8. **Plan action and prepare for contingencies.**

To help consensus process ask:

What are our **points of agreement?**
What are our **points of disagreement?**
Where do we have **a consensus? majority? hung jury?**

Are we differing because we have:
different **goals or pressures?**
different **experiences?**
different **values?**
hot buttons (certain words or concepts the prompt us to argue and become entrenched)?
polarized into caricatures of ourselves? (eg. customer advocates versus budget guards)?

Consensus is reached when:

all team members have been heard	all team members have been frank
all opinions and views have been heard	all information is shared
all members **own the decision**	all members can **support the decision**

Adapted from: *Continuous Improvement: Teams and Tools*. Robert F. Lynch and Thomas J. Werner. QualTeam Inc.: Atlanta, 1992

CONSENSUS IS REACHED WHEN:

- all team members have been heard
- all team members have been frank
- all opinions and views have been heard
- all information is shared
- all members own the decision
- all members can support the decision

CONSENSUS

A DECISION THAT THE MAJORITY SUPPORTS AND THE MINORITY AFTER BEING HEARD AND HAVING HAD AMPLE TIME TO INFLUENCE THE MAJORITY, AGREES TO SUPPORT OR IMPLEMENT (IE. THEY CAN LIVE WITH IT).

EFFECTIVE TEAM FORMATION & BEHAVIOURS

A VIP Workshop for University of Alberta Library Staff
Presented by the Office of Staff Development & Training
December 1994

OBJECTIVES

This workshop will enable participants to:

a) determine when to use a team.
b) select team members
c) explain the characteristics of successful teams
d) distinguish groups from teams
e) identify the steps to successful team functioning
f) state the responsibilities of team members
g) categorize and explain team decision processes
h) categorize and explain effective team behaviours

AGENDA

1. <u>What is a Team?</u>

Small Groups:
Think about a team - any team you have observed or been part of. It could be a professional sports team, a work unit, a social group - whatever. Discuss in your group, what makes/made them a good team. List the characteristics and come to consensus on as many or as few that seem common within your group.

Full Group:
Small groups share their output on common characteristics of good teams.

Presentation/Overheads:
What is a Team?
Why Teams?
Do you always need a Team?

Brainstorm in Full Group:
What are the criteria for team membership. What "qualifies" an individual to be asked to join a team or volunteer for team membership?

EFFECTIVE TEAM FORMATION & BEHAVIOURS

A VIP Workshop for University of Alberta Library Staff
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December 1994

Presentation/Overheads:
Power in Teams
Team Dynamics
Duties of A Team Member
Characteristics of a Team Member
Key Team Task and Process roles
Dysfunctional Teams
Barriers to Communications (Read Handout)
Working Through Team Problems

Exercise: Fish Bowl
Small Groups:
Participants will be divided into groups. One group forms a discussion circle (topic will be assigned). The other group will form an observing and listening circle around discussion circle. Observers will give individual and group feed back in accordance with directions. At end of 15 minutes, roles will be reversed.

Full Group:
Take up and respond to any questions, observations or concerns relating to "Fish Bowl: exercise.

GROUNDRULES

WRITTEN STATEMENTS REGARDING MUTUALLY AGREED WAYS OF HOW THE TEAM WILL CONDUCT ITSELF RULES "FOR DAILY LIVING".

PURPOSE OF GROUNDRULES

- TO EXPRESS VALUES OF THE TEAM (ie. what is important to the team)
- TO ENSURE THAT ALL MEMBERS KNOW AND AGREE WITH WHAT IS EXPECTED OF THEM
- TO DEVELOP BEHAVIOURS THAT SUPPORT THE NEEDS OF THE TEAM
- TO HELP THE TEAM EVALUATE ITS PERFORMANCE (team growth)
- TO PROVIDE A GUIDE FOR BEHAVIOUR AND ACCOUNTABILITY

PREPARING THE TEAM'S MANDATE

A proper Mandate statement enables a project team to set boundaries on the project, know what is and isn't within its jurisdiction, understand where the project fits in the library's overall V.I.P. efforts, and have a clear idea of where it should begin.

Teams need to determine at the outset, their mandate or "mission" through negotiation. What is the mandate?

1) Decision-making?

2) Problem-solving?

3) Recommendation?

4) Information-gathering?

The Mandate should tell the team:

- What process or problem to study.
- What boundaries or limitations there are, including limits on time and money.
- What magnitude of improvements it is expected to make.
- When it is scheduled to begin the project and, if appropriate, the target date for completion. (Ordinarily such a date will be included only when some extraordinary circumstance requires it.)
- What authority it has to call in co-workers or outside experts, request equipment or information normally inaccessible to them, and make changes to the process.
- Who the team "reports" to.
- How often it is expected to meet with the "reportee".

Sometimes it's best to compose the Mandate statement jointly with managers and project team in a mutual process, perhaps during joint planning meetings. The elements of the statement are the same.

Even when the Mandate statement originates with managers, the project team must be permitted to clarify and negotiate the stated goals until it is satisfied with the assigned task.

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Ten Common Team Problems and Possible Solutions

PROBLEM	POSSIBLE SOLUTION?
Floundering - Initially the team is unclear or overwhelmed by its task. Group members are not yet comfortable enough with each other to engage in real discussion and decision-making.	• review mandate • clarify desired results • discuss process • have patience
Overbearing Participants - Members with positions of authority or areas of expertise exercise a detrimental influence on the group by discouraging discussion or encroachment in their areas of expertise. They make other members feel their contributions are trite or naive.	• reinforce open nature of teamwork • call on others for views • reiterate value of "experts" view
Dominant Participants - Members who (with or without authority/expertise) talk too much or take over the meetings.	• use "talking circle" • call upon others by asking for "all those who haven't yet spoken"
Reluctant Participants - Members who rarely speak (opposite of dominators).	• same as above
Unquestioned Acceptance of Opinions - Reluctance to question self-assured statements from other members who present (with great confidence) personal beliefs and assumptions as facts.	• challenge politely • suggest research/follow-up
Rush to Accomplishment - Members impatient to get "something done" exert pressure on rest of group to make hasty decisions.	• review process • remind team of need to explore • confront "rusher" • accommodate time constraints
Attribution - Members who tend to attribute motives to or explain the motives of others whose opinion they do not agree with or whose behaviour they do not understand.	• challenge assumptions • reaffirm objective problem-solving approach • allow people to explain their rationale
Discounts and "Plops" - Ignoring or ridiculing the values or perspectives of team members or failing to acknowledge team members' statements (plops).	• support person • suggest returning to discuss, comment on later • acknowledge all comments
Wanderlust: Digression and Tangents - Straying from the topic: engaging in wide-ranging unfocused conversations.	• use and follow a written agenda • refer to current topic • visibly display title or description of topic being discussed
Feuding - Vying members who use the team as a field of combat; often the feuds predate the team and the issue at hand is not what they are feuding about.	• ask that the issue be dealt with constructively • involve all in discussion • cut off feuds; ask them to settle "off-line" • push feuders to a "contract" settlement

Adapted from: Peter R. Scholtes, *The Team Handbook* (Madison, WI: Joiner, 1988)

Characteristics Of Groups and Performing Teams

FOCUS	GROUPS	PERFORMING TEAMS
IDENTITY	Think they are grouped together for administrative purposes only. Individuals work independently, sometimes at cross purposes with others.	Recognize their interdependence and understand both personal and team goals are best accomplished with mutual support. Time is not wasted struggling over "turf" or attempting personal gain at the expense of others.
COMMITMENT	Tend to focus on themselves because they are not sufficiently involved in planning the unit's objectives. They approach their jobs simply as hired hands.	Feel a sense of ownership for their jobs and unit because they are committed to goals they helped establish.
EMPOWERMENT	Are told what to do rather than being asked what the best approach would be. Suggestions are not encouraged.	Contribute to the organization's success by applying their unique talents and knowledge to team objectives.
ATTITUDE	Distrust motives of colleagues because they do not understand the role of other members. Expressions of opinion or disagreement are considered divisive or non-supportive.	Work in a climate of trust and are encouraged to openly express ideas, opinions, disagreements and feelings. Questions are welcomed.
COMMUNICATION OPENNESS	Are so cautious about what they say that real understanding is not possible. Game playing may occur and communications traps be set to catch the unwary.	Practice open and honest communication. They make an effort to understand each other's point of view.
PERSONAL GROWTH	May receive good training but are limited in applying it to the job by the supervisor or other group members.	Are encouraged to develop skills and apply what they learn on the job. They receive the support of the team.
CONFLICT RESOLUTION	May find themselves in conflict situations which they do not know how to resolve. Their supervisor may put off intervention until serious damage is done.	Recognize conflict is a normal aspect of human interaction but they view such situations as an opportunity for new ideas and creativity. They work to resolve conflict quickly and constructively.
DECISION-MAKING	May or may not participate in decisions affecting the team. Conformity often appears more important than positive results.	Participate in decisions affecting the team but understand their leader must make a final decision when the team cannot decide, or an emergency exists. Positive results, not conformity are the goal.

10 TEAM COMMANDMENTS

1. INTERDEPENDENCE
2. STRETCHING TASKS
3. ALIGNMENT
4. COMMON LANGUAGE
5. TRUST/RESPECT
6. SHARED LEADERSHIP/FOLLOWERSHIP
7. PROBLEM-SOLVING SKILLS
8. CONFRONTATION/CONFLICT-HANDLING SKILLS
9. ASSESSMENT/ACTION
10. CELEBRATION

TEAM TRIANGLE

MANDATE

- External demands
- Team's definition of the task
- Criteria for success
- Specific short-term and long-term objectives

MEMBERS

- Team composition
- Membership
- Commitment and loyalties
- Roles and responsibilities
- Relationships

TOOLS

- Process for decision-making
- Operating ground rules
- Communication mechanisms
- Team behaviours

WHY TEAMS?

- MORE FLEXIBLE, GREATER SYNERGY THAN TRADITIONAL HIERARCHIES
- FOUNDATION FOR COMMITMENT
- GREATER CHANCE OF BEST IDEAS EMERGING
- MOTIVATING TO MOST WHO WOULD OTHERWISE NOT HAVE OPPORTUNITY
- CREATES MUTUAL SUPPORT; STRENGTHENS ORGANIZATION FABRIC

TEAMS

- POTENTIALLY ARE MORE PRODUCTIVE THAN THE SUM OF INDIVIDUALS
- CAN GENERATE BETTER IDEAS AND SOLUTIONS TO PROBLEMS
- CONTINUOUSLY SEEK TO IMPROVE PROCESSES AND SATISFY CUSTOMERS
- DRAW TOGETHER STAFF FROM DIVERSE SECTIONS OF AN ORGANIZATION: FORUMS FOR IMPROVED COMMUNICATION
- CREATE A SENSE OF BELONGING AMONG STAFF

DO YOU ALWAYS NEED A TEAM?

FALSE TO:

- assume that all tasks need teamwork
- assume that all work groups are teams

ASK:

- What is the extent of the commitment required?
- Is it too complex for any one individual to tackle successfully on his/her own?
- To what degree is innovation required?
- Are a variety of specialized skills or knowledge necessary?
- Who will be directly a affected by the task?

CRITERIA FOR TEAM MEMBERSHIP

- EXPERTISE [CONTENT OR PROCESS]
- ENSURE COMMITMENT
- OBJECTIVITY/CREATIVITY
- IMPROVE COMMUNICATION
-
-
-
-
-

Team Leader Training

Team Leader Training (TLT) is designed for individuals planning to become leaders and facilitators of quality improvement and process innovation teams. The course is also recommended for managers and supervisors who want to develop leadership and problem-solving skills. This course covers the tools, strategies, and group dynamics of quality improvement and problem solving.

It is an intensive hands-on course involving a great deal of small group application of team skills and tools. Each day culminates with a group case study experience of an actual quality improvement team. Content includes:

Group Dynamic Skills:

- Consensus building
- Brainstorming and multivoting
- Stages of group development
- Dealing with difficult team member behaviors
- A 7-Step model for problem-solving

Quality Improvement Tools:

- Quality indicators
- Process flowcharts
- Pareto charts
- Effective problem statements
- Cause and effect (fishbone) diagrams
- Barriers and aids analysis
- An introduction to several statistical data gathering tools

Participants completing this 5-day course will be able to apply the 7-step model to both team and individual problem-solving, have a basic knowledge of the use of quality improvement tools, and will be ready to begin leading a quality improvement team through a moderately difficult problem.

Schedule Selections:

Date: Mon.-Fri., Dec. 8-12, 1997
Cost: $650
Location: Campus Inn
Presenters: Varied

Time: 8:00 a.m.-5:00 p.m.
Limit: 22
Code: LTC 751

Date: Mon.-Fri., Apr. 27-May 1, 1998
Cost: $650
Location: Campus Inn
Presenters: Varied

Time: 8:00 a.m.-5:00 p.m.
Limit: 22
Code: LTC 803

Sponsoring Teamwork

New!

(A Prism Performance Systems Seminar)

This unique one-day course is for managers and supervisors who will be responsible for a team. If a team is to fully contribute to the accomplishment of organizational objectives, the team must be clearly linked to the rest of the organization. The team sponsor, although not a formal member of the team, provides this link. The team sponsor is responsible for the team, and is accountable for the team's results.

Sponsoring a team requires a rethinking of managerial roles and the application of several specific skills. Experience shows that if these changes in approach are not understood and implemented by the sponsor, the team may not achieve the desired results.

This course quickly and effectively orients prospective team sponsors to the requirements of their new role. It clarifies the appropriate tools, techniques and skills, provides the "rationale" for why they are important, and shows how they are effectively applied.

Upon completing this course, you will be able to:

- Determine the team's mission statement and results framework
- Structure the team by selecting team members according to the skills required on the team
- Launch a team in the most effective way possible
- Foster team success through encouragement, reward and recognition, constructive feedback, coaching and mutual problem-solving
- Establish performance targets
- Deal with changes in the team's membership

Date: Thur., Nov. 20, 1997 Time: 8:00 a.m.-5:00 p.m.
Cost: $275 Limit: 18
Location: HRD Center Code: LTC 753
Presenter: Prism Performance Systems Representative

Most courses fill to capacity. Register early.

AGENDA

Team and Facilitation Skills Workshop

Topic/Activity	Time
Icebreaker/Coffee	20 minutes
Review Session Objectives and Agenda	10 minutes
Self-Assessment - Facilitation Skills/Discussion	50 minutes
Roles - Facilitator, Recorder, Observer	30 minutes
Practicing Recording & Observing Skills: Best & Worst Groups	60 minutes
Questioning Skills	15 minutes
Stages of Group Development	30 minutes
LUNCH	
Listening and Paraphrasing Skills	10 minutes
Making Decisions in Groups	60 minutes
Summarizing and Refocusing Skills	15 minutes
Dealing with Disruptive Behaviors	60 minutes
Assessing Your Team	30 minutes
Wrap Up	15 minutes

OBJECTIVES

Facilitation Skills Workshop

- Understand and practice key roles of facilitating, observing, and recording in teams.
- Identify individual needs for further facilitation skill development.
- Use the critical skills of listening, paraphrasing, and questioning.
- Identify characteristics of effective groups.
- Experience group decision making and explore the role values play in decision making.
- Understand the four stages of group development.
- Understand task and maintenance behaviors.
- Learn some strategies for dealing with disruptive group behaviors.

AGENDA

UM Libraries Leader-Coordinator Training

Oct. 19, 1995

8:00	Refreshments
8:15	Small Group Ice Breaker (JG) (They will do this at the tables they are sitting at) 2 things about you--true 1 thing about you--untrue
8:45	Surprises? (LDM)
8:55	Small group exercise--number off (LDM)--have them use their flipcharts 1. Choose a facilitator, recorder, & reporter 2. List the roles and responsibilities of managers in the UM Libraries 3. List the roles and responsibilities of leaders and facilitators in the restructured UM Libraries
9:30	Break
9:40	Small group reports and Q&A (LDM)
10:30	New and evolving models of team leadership (JG) (will use overheads and handouts) --Servant Leadership --Fisher (new leadership skills--self-directed work teams) --Participative Management (Wisdom of Teams) --Schwarz's Facilitative Leadership
11:00	5 min. stretch

11:05	UM Libraries/UMQ commitment to support the continuous learning these folks will be involved in--no single path or clear answers now--we'll all work together and support one another. At our first follow-up meeting we'll look at individual development opportunities using the output of our affinity diagram as a base (Pass out meeting schedule with Tom, etc.). (LDM)
11:15	Affinity Diagram (JG) Now reflect and write down the 5 most important roles or responsibilities of leaders in the new library organization--one per Post-It, etc.
11:50	Q&A (LDM)

SAMPLE OUTLINE FOR TEAM MANUAL

Section 1: Team Concepts

Definitions
- Team Definitions, Summaries, Question & Answer

Chartering Process
- Task/Quality Improv. Team Process (Preparation)
- Conducting the First Meeting
- Managing the Ongoing Meetings & Completing the Project
- Meeting Management Format
- Task Leadership Skills
- Maintenance Leadership Skills
- An Effective Team

Roles & Responsibilities
- Advisor or Team Sponsor Role
- Facilitator Role
- Team Leader Role
- Team Member Role

Stages of Team Development
- Stages 1-4 (Form, Storm, Norm, Perform)

Common Team Problems
- Handling Common Problems in Teams

Section 2: Team Resources

Checklists
- Ground Rules or "Norms" Checklist
- Critiquing
- Group Evaluation Checklist

Problem Solving Process
- Six Step Problem Solving Process Model & Quick Reference

Tools & Techniques
- Tools & Techniques for Six Step Process

Section 3: Team Requirements

Reporting Requirements
- Team Charter
- Formation and Closure Notification
- Meeting Minutes
- Work Plan

Training Plan: Team Leaders and Other Facilitators

Goals

- provide training in specific skill areas (See below)
- assisting individuals to understand their own style and role(s) in groups
- initiate a support system for leaders and facilitators
- provide opportunities for coaching and feedback

Steps

1. Notify expected participants and solicit involvement of interested others
   (November/December: Education Team)

2. Distribute self-assessment instruments to participants
   (December: Pat kj and Education Team)

3. Select training dates and secure facilities
   (November/December: Linda DBM?)

4. Conduct training
   (January/February: Pat kj [?w/support of education team?])

   A. **Skills for helping teams** (incorporating self-assessment results)

   5 - 6 hours

   - change management
   - empowerment
   - relationships in groups (roles)
   - balancing task and social dimensions
   - meeting management
   - dealing with problems in the group
     - common problems
     - strategies for overcoming problems
     - how to provide feedback

B. Directed practice

5 - 6 hours over three weeks

Leaders and facilitators will work with actual library groups using specific skills and techniques and will use self-assessments and other tools to monitor and reflect on their own performance.

C. Advanced facilitation skills

5 - 6 hours

- problem-solving and decision-making models
- surfacing and managing conflict
- building consensus
- power and influence
- additional topics as suggested by participants
- debriefing of directed practice experiences

D. First meeting of "facilitators network"

2 - 3 hours

- debriefing of experiences to date
- group strategizing and testing of ideas
- planning to sustain the network

Each session will use a combination of: presentation, large and small group discussions, practice and/or role-playing, self-assessments, and other techniques as appropriate to the topics.

PRINCETON UNIVERSITY

FOUNDATIONS FOR TEAMWORK:

A TRAINING PROGRAM FOR WORKING GROUPS IN THE LIBRARY

February, 1997

FOUNDATIONS FOR TEAMWORK: AGENDA

DAY ONE:

I. Team Definition
II. Team Participation
III. Role of Leader (for team leaders)
IV. Ways to approach leadership (for team leaders)

DAY TWO:

I. Managing Meetings
II. Team Behaviors/Team Processes

DAY THREE:

I. Decision Making/Problem Solving

FOUNDATIONS FOR TEAMWORK: GOALS

The objectives of this training program are to:

- Build a positive team attitude among participants, both within the individual Horizon Implementation Committees and between the committees.
- Enable the Horizon Implementation Committees to complete their work efficiently and productively.
- Result in products which support the ongoing work of the committees.
- Promote the transfer of the theoretical knowledge and practical applications to other team situations.
- Build advocates of diverse group and team work within the Library community.
- Promote the acceptance of cultural change within the Library.
- Promote systemic, cross departmental thinking within the Library.

Team Player Styles

Contributor

- Is a task-oriented team member
- Enjoys providing the team with good technical information and data
- Does his or her homework
- Pushes the team to set high performance standards and to use resources wisely

Seen as dependable, although at times you may:

- Become bogged down in the details and data
- Not see the big picture or the need for a positive team climate

Task

You are described as:

- Responsible
- Authoritative
- Reliable
- Proficient
- Organized

Collaborator

- Is a goal-directed team member
- Sees the vision, mission, and goal of the team as paramount
- Is flexible and open to new ideas
- Is willing to pitch in and work outside his/her defined role
- Shares the limelight with other team members

Seen as a big-picture person, although at times you may:

- Fail periodically to revisit the mission
- Not give enough attention to basic team tasks
- Not consider the individual needs of the other team members

Goal

You are described as:

- Forward-looking
- Goal directed
- Accommodating
- Flexible
- Imaginative

Communicator

- Is a process-oriented member
- Is an effective listener
- Is a facilitator of involvement, conflict resolution, consensus building, feedback
- Helps to build an informal, relaxed climate

Seen as a positive, people person, although at times you may:

- See the process as an end to itself
- Not confront other team members
- Not give enough emphasis to completing task assignments and making progress toward team goals

Process

You are described as:

- Supportive
- Considerate
- Relaxed
- Enthusiastic
- Tactful

Challenger

- Questions the goals, methods, and even the ethics of the team
- Is willing to disagree with the leader or higher authority
- Encourages the team to take well-conceived risks

Appreciated for candor and openness, although at times you may:

- Not know when to back off an issue
- Become self-righteous
- Try to push the team too far

Question

You are described as:

- Honest
- Outspoken
- Principled
- Ethical
- Adventurous

from *Team Players and Teamwork, The New Competitive Business Strategy* by Glenn M. Parker, San Francisco: Jossey-Bass, 1990.

Princeton University Library
SAMPLE MEETING EVALUATION FORM

Our meeting today was:

Focused	1	2	3	4	Rambling
Productive	1	2	3	4	A waste

The purpose of our meeting was:

Clear	1	2	3	4	Confused

We allocated the meeting time well.

Yes Somewhat No

The pace was:

Too fast Just right Too slow

We were prepared for the meeting.

Yes Somewhat No

Everyone got a chance to participate, and we listened to all views.

Yes Somewhat No

We made good progress on our plan.

Yes Somewhat No

We are clear on what we are to do next.

Yes Somewhat No

At our next meeting we should:

Do more of: Do less of:

University of Virginia Library

Library Materials Process Simplification Team Training

November 17, 1997
Agenda
Conducted by Gail Oltmanns

I. Introduction

Welcome and Introductions

II. Setting the Stage for Teams

Introduction to teams
Why teams succeed or fail
Understanding team development
Clarifying roles

III. Understanding Process Simplification and Teams

Overview of process simplification

IV. Tools of the Trade

Presentation on tools and methods

How to apply tools

V. Getting the Team Underway

Setting team norms
Review the mission
Name the team
Set a time to meet
Develop a work plan

VI. Promoting the Success of the Team

Issues and discussion
Final comments

SELECTED READINGS

BOOKS AND JOURNALS

Barry, David. "Managing the Bossless Team: Lessons in Distributed Leadership." *Organizational Dynamics* 20 (Summer 1991): 31-47.

Bensimon, Estela Mara, and Anna Neumann. *Redesigning Collegiate Leadership: Teams and Teamwork in Higher Education*. Baltimore: The John Hopkins University Press, 1993.

Bolman, Lee G., and Terrence E. Deal. *Reframing Organizations: Artistry, Choice, and Leadership*. San Francisco: Jossey Bass, 1991.

Dewey, Barbara, and Sheila D. Creth. *Team Power: Making Library Meetings Work*. Chicago, IL: American Library Association, 1993.

Eddy, William B. *The Manager and the Working Group*. New York: Praeger, 1985.

Goodman, Paul S. *Designing Effective Work Groups*. San Francisco, CA: Jossey Bass, 1986.

Hackman, Richard J., ed. *Groups That Work (And Those That Don't)*. San Francisco, CA: Jossey-Bass, 1990.

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Huszczo, Gregory E. *Tools for Team Excellence: Getting Your Team into High Gear and Keeping It There*. Palo Alto, CA: Davies-Black, 1996.

Katzenbach, Jon R., and Douglas K. Smith. *The Wisdom of Teams: Creating the High Performance Organization*. Boston, MA: Harvard Business School Press, 1992.

Manz, Charles C., and Henty P. Sims, Jr. *Business Without Bosses: How Self-Managing Teams Are Building High Performing Companies*. New York: John Wiley & Sons, 1995.

Pacaknowsky, Michael. "Team Tools for Wicked Problems." *Organizational Dynamics* 24 (Winter 1995): 36-51.

Parker, Glenn. *Cross-Functional Teams: Working With Allies, Enemies and Other Strangers*. San Francisco, CA: Jossey-Bass, 1994.

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Scholtes, Peter R. *The Team Handbook*. Madison, WI: Joiner Associates, 1995.

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Tagliere, Daniel A. *How to Meet, Think and Work to Consensus*. San Diego, CA: Pfeiffer & Company, 1993.

The Team Memory Jogger: A Pocket Guide for Team Members. Methuen, MA: Goal/QPC and Joiner Associates, 1995.

Web Sites of Participating Institutions

University of California–San Diego

<http://w3.ucsd.edu/committee>

The site lists the 30 teams into which the UCSD library system is organized.

<http://orpheus.ucsd.edu/sdm/shared.htm>

This page provides a definition of *shared decision making* and describes the characteristics of the process involved in it.

<http://orpheus.ucsd.edu/sdm/blueprn.htm>

This site posts the abridged version of the final edition of *Blueprint*, the document guiding organizational change in the UCSD library system.

Columbia University

<http://www.columbia.edu/cu/libraries/inside/index.html/grov>

The site offers users the possibility of searching for information about the UC library organization and library staff.

Kentucky University

<http://www.cause.org/information-resources/ir-library/html/cnc9742/cnc9742.html>

The site posts Mary Molinaro's 1997 paper read at CAUSE about the usefulness of teams in libraries.

University of New Mexico

<http://www.unm.edu/~libadmin/perseliborgchart.htm>

This page posts the organizational chart of library directors at UNM.

University of Pennsylvania

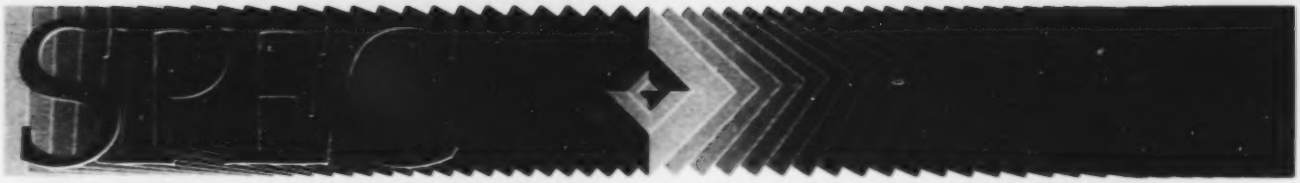
<http://www.library.upenn.edu/staff/tfinfo/tfinfo.html>

The site facilitates the search for information on the library's task force structure and staff.

University of Tennessee

<http://www.lib.utk.edu/~rudolph/about/OrgChart.GIF>

The page posts the university library's organizational chart.



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			____	SP186	Virtual Library	____	SP136	Managing Copy Cataloging
			____	SP185	System Migration	____	SP135	Job Analysis
			____	SP184	ILL Trends/Access	____	SP134	Planning Mgt Statistics
			____	SP183	Provision of Comp Print Cap	____	SP133	Opt Disks: Storage & Access
____	SP232	Use of Teams in ARL	____	SP182	Academic Status for Libns	____	SP132	Library-Scholar Communication
____	SP231	Cust. Service Programs in ARL	____	SP181	Perf Appr of Collect Dev Libn	____	SP131	Coll Dev Organization
____	SP230	Affirmative Action in ARL	____	SP180	Flexible Work Arrangemts	____	SP130	Retrospective Conversion
____	SP229	Evaluating Acad Libr Dirs	____	SP179	Access Services Org & Mgt	____	SP129	Organization Charts
____	SP228	TL 5: Preserving Digital Info	____	SP178	Insuring Lib Colls & Bldgs	____	SP128	Systems File Organization
____	SP227	Org of Doc Coll & Svcs	____	SP177	Salary Setting Policies	____	SP127	Interlibrary Loan
____	SP226	TL 4: After the User Survey	____	SP176	Svcs for Persons w/Disabilities	____	SP126	Automated Lib Systems
____	SP225	Partnerships Program	____	SP175	Scholarly Info Centrs	____	SP125	Tech Svcs Cost Studies
____	SP224	Staff Training & Development	____	SP174	Expert Systems	____	SP124	Barcoding of Collections
____	SP223	TL 3: Electronic Scholarly Pubn.	____	SP173	Staff Recognition Awards	____	SP123	Microcomp Software Policies
____	SP222	Electronic Resource Sharing	____	SP172	Information Desks	____	SP122	End-User Search Svcs
____	SP221	Evol. & Status of Approval Plans	____	SP171	Training of Tech Svc Staff	____	SP121	Bibliographic Instruction
____	SP220	Internet Training	____	SP170	Organization Charts	____	SP120	Exhibits
____	SP219	TL 2: Geographic Info Systems	____	SP169	Mgt of CD-ROM	____	SP119	Catalog Maintenance Online
____	SP218	Info Technology Policies	____	SP168	Student Employment	____	SP118	Unionization
____	SP217	TL 1: Electronic Reserves	____	SP167	Minority Recruitment	____	SP117	Gifts & Exchange Function
____	SP216	Role of Libs in Distance Ed	____	SP166	Materials Budgets	____	SP116	Organizing for Preservation
____	SP215	Reorg & Restructuring	____	SP165	Cultural Diversity	____	SP115	Photocopy Services
____	SP214	Digit Tech for Preservation	____	SP164	Remote Storage	____	SP114	Binding Operations
____	SP213	Tech Svcs Workstations	____	SP163	Affirmative Action	____	SP113	Preservation Education
____	SP212	Non-Librarian Professionals	____	SP162	Audiovisual Policies	____	SP112	Reorg of Tech and Pub Svcs
____	SP211	Library Systems Office Org	____	SP161	Travel Policies	____	SP111	Cooperative Collection Dev
____	SP210	Strategic Planning	____	SP160	Preservation Org & Staff	____	SP110	Local Cataloging Policies
____	SP209	Library Photocopy Operations	____	SP159	Admin of Lib Computer Files	____	SP109	Staff Training for Automation
____	SP208	Effective Library Signage	____	SP158	Strategic Plans	____	SP108	Strategic Planning
____	SP207	Org of Collection Develop	____	SP157	Fee-based Services	____	SP107	University Archives
____	SP206	Faculty Organizations	____	SP156	Automating Authority Control	____	SP106	Electronic Mail
____	SP205	User Surveys in ARL Libs	____	SP155	Visiting Scholars/Access	____	SP105	Nonbibliographic Dbases
____	SP204	Uses of Doc Delivery Svcs	____	SP154	Online Biblio Search	____	SP104	Microcomputers
____	SP203	Reference Svc Policies	____	SP153	Use of Mgt Statistics	____	SP103	Asst/Assoc Dir Position
____	SP202	E-journals/Issues & Trends	____	SP152	Brittle Books Program	____	SP102	Copyright Policies
____	SP201	E-journals/Pol & Proced	____	SP151	Qualitative Collect Analysis	____	SP101	User Studies
____	SP200	2001: A Space Reality	____	SP150	Bldg Security & Personal Safety	____	SP100	Collection Security
____	SP199	Video Collect & Multimedia	____	SP149	Electronic Mail	____	SP099	Branch Libraries
____	SP198	Automating Preserv Mgt	____	SP148	User Surveys	____	SP098	Telecommunications
____	SP197	Benefits/Professional Staff	____	SP147	Serials Control/Deselection	____	SP097	Building Renovation
____	SP196	Quality Improve Programs	____	SP146	Lib Dev Fund Raising Capabilit	____	SP096	Online Catalogs
____	SP195	Co-op Strategies in Foreign Acqs	____	SP145	Lib Publications Programs	____	SP095	Lib Materials Cost Studies
____	SP194	Librarian Job Descriptions	____	SP144	Building Use Policies	____	SP094	Fund Raising
____	SP193	Lib Develop & Fundraising	____	SP143	Search Proced Sr LibAdmin	____	SP093	User Instructions for Online Cats
____	SP192	Unpub Matls/Libs, Fair Use	____	SP142	Remote Access Online Cats	____	SP092	Interlibrary Loan
____	SP191	Prov Pub Svcs Remote User	____	SP141	Approval Plans	____	SP091	Student Assistants
____	SP190	Chang Role of Book Repair	____	SP140	Performance Appraisal	____	SP090	Integrated Lib Info Systems
____	SP189	Liaison Svcs in ARL Libs	____	SP139	Performance Eval: Ref Svcs	____	SP089	Tech Svcs Cost Studies
____	SP188	Intern, Residency & Fellow	____	SP138	University Copyright	____	SP088	Corporate Use of Research Libs
____	SP187	ILL Trends/Staff & Organ	____	SP137	Preservation Guidelines	____	SP087	Collect Descript/Assessment

QTY	TITLE		QTY	TITLE		QTY	TITLE	
____	SP086	Professional Development	____	SP057	Special Collections	____	SP028	Gifts & Exchange Function
____	SP085	Personnel Classification Sys	____	SP056	External Communication	____	SP027	Physical Access
____	SP084	Public Svcs Goals & Objectvs	____	SP055	Internal Com/Staff & Superv Role	____	SP026	Bibliographic Access
____	SP083	Approval Plans	____	SP054	Internal Com/Policies & Proced	____	SP025	User Statistics and Studies
____	SP082	Document Delivery Systems	____	SP053	Performance Appraisal	____	SP024	User Surveys
____	SP081	Services to the Disabled	____	SP052	Cost Studies & Fiscal Plan	____	SP023	Grievance Policies
____	SP080	Specialty Positions	____	SP051	Professional Development	____	SP022	Private Foundations
____	SP079	Internships/Job Exchanges	____	SP050	Fringe Benefits	____	SP021	Paraprofessionals
____	SP078	Recruitment-Selection	____	SP049	Use of Annual Reports	____	SP020	Managerial Technical Specialists
____	SP077	Use of Small Computers	____	SP048	External Fund Raising	____	SP019	Staff Allocations
____	SP076	Online Biblio Search Svcs	____	SP047	Automated Cataloging	____	SP018	Staff Development
____	SP075	Staff Development	____	SP046	Plan Future of Card Catalog	____	SP017	Library Instruction
____	SP074	Fees for Services	____	SP045	Changing Role Personnel Officer	____	SP016	Reclassification
____	SP073	External User Services	____	SP044	Automated Acquisitions	____	SP015	Goals & Objectives
____	SP072	Executive Review	____	SP043	Automated Circulation Sys	____	SP014	Performance Review
____	SP071	User Surveys: Eval of Lib Svcs	____	SP042	Resource Sharing	____	SP013	Planning Systems
____	SP070	Preservation Procedures	____	SP041	Collection Assessment	____	SP012	Acquisition Policies
____	SP069	Prep Emergencies/Disasters	____	SP040	Skills Training	____	SP011	Collection Development
____	SP068	AACR2 Implement Studies	____	SP039	Remote Storage	____	SP010	Leave Policies
____	SP067	Affirm Action Programs	____	SP038	Collection Dev Policies	____	SP009	Tenure Policies
____	SP066	Planning Preserv of Lib Materials	____	SP037	Theft Detection & Prevent	____	SP008	Collective Bargaining
____	SP065	Retrospective Conversion	____	SP036	Allocation Materials Funds	____	SP007	Personnel Class Schemes
____	SP064	Indirect Cost Rates	____	SP035	Preservation of Lib Materials	____	SP006	Friends of the Lib Organization
____	SP063	Collective Bargaining	____	SP034	Determin Indirect Cost Rate	____	SP005	Performance Review
____	SP062	Online Biblio Search Svcs	____	SP033	Intergrat Nonprint Media	____	SP004	Affirmative Action
____	SP061	Status of Librarians	____	SP032	Prep, Present Lib Budget	____	SP003	A Personnel Organization
____	SP060	Lib Materials Cost Studies	____	SP031	Allocation of Resources	____	SP003	Status of Librarians
____	SP059	Microform Collections	____	SP030	Support Staff, Student Assts	____	SP002	Personnel Survey (flyer only)
____	SP058	Goals & Objectives	____	SP029	Systems Function	____	SP001	Organization Charts

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